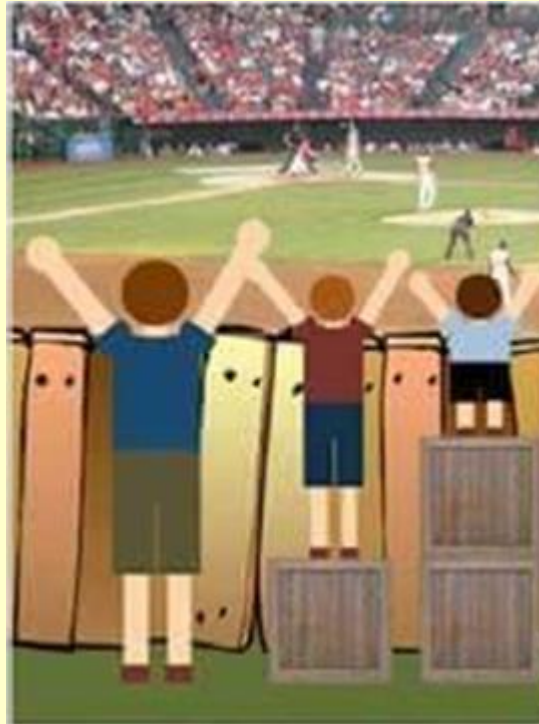# Teaching and Learning Conference 2020: Engage, Enhance, Empower: Supporting student achievement: Inclusive Assessment
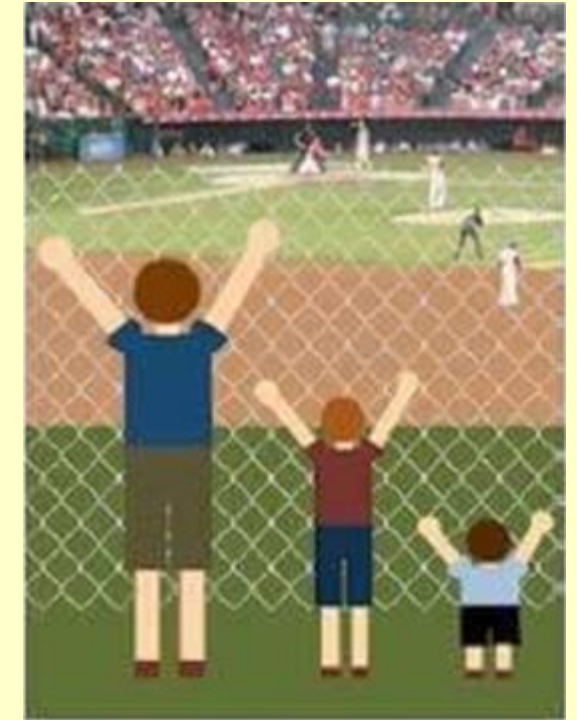
Thinking about inclusivity

What's wrong with this picture?

And this?

Why not remove the barrier?

2

Individuals Are Complex!

Students are individuals and should not necessarily be seen as belonging to particular groups, as we are all unique and hold different identities depending on context (Morgan and Houghton, 2011).

Diversity can relate to many characteristics and dimensions (Thomas and May, 2010, p.5):
- educational (e.g. prior learning experiences, previous qualifications);
- dispositional (e.g. attitudes, preferences);
- circumstantial (e.g. family or caring responsibilities, in employment);
- and cultural (e.g. values, religion and belief).

Inclusivity embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others [non-deficit] (Hockings, 2010, p. 1)

Why be inclusive?

- **The Equality Act 2010** places obligations on public bodies in connection with a range of protected characteristics. HEIs are legally obliged to provide an inclusive environment for students with protected characteristics. What are these protected characteristics?

- The **UK Quality Code: Guiding Principle 4** "Assessment is Inclusive and equitable"

- **Social justice** and rights for all groups of people rather than focusing on particular groups. Strengthening accessibility and learning outcomes for ALL students and embracing the wide range of differences on individual learning (Hockings, 2010).

Inclusive assessment

'…inclusive assessment achieves higher levels of student satisfaction, provides increased opportunities for discussion and leads to improvements in student marks and grades'

(OCSLD, 2014)

- Use a range of assessment methods (variety and scaffolded in the programme)
- Provide a choice of method for all students where possible. For example, group work, essay, video etc.
- Ensure assessment is for learning

These steps can **reduce the need for individual adjustments** and allows equality of opportunity for disabled students without the need to disclose their disability.

How Diverse is UoR?

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Protected Characteristic	UK all Students Profile (ECU 2018)	UoR Student Profile
Gender	56.7% Female 43.3% Male	57.1% Female 42.9% Male
Ethnicity	77.3% White 22.7% BAME (All UK Domiciled Students)	77.3% White 20% BAME (All UK Domiciled Students)
Disability	12% Declared a disability	13.25% declared a disability
Age	58% were 21 and under 15.4% between 22-25 14.6% between 26-35 11.9% 36 and over	70.4% were 21 and under 12% between 22-25 8.6% between 26-35 9% 35 and over
Religion and belief	62% Declared their religion 5.4% Information Refused 38% blank 19% Christian 4.8% Muslim 27.9% No Religion	90.5% declared their religion 9.5% information refused 0% blank 30.8% Christian 8% Muslim 43.64% No religion
Sexual Orientation	53% Heterosexual 2.9% Bi-sexual/Gay/Lesbian 1% Other 6.4% Information Refused 36.8% Blank	80.4% Heterosexual 4% Bi-sexual/Gay/Lesbian 1.7% Other 10.1% Information Refused 3.8% Blank

Data supplied by UoR Student Services

Curriculum Framework

- "The curriculum encompasses all aspects of teaching, learning, and assessment delivered by programmes towards **the attainment of learning outcomes** and the acquisition of graduate attributes"

- The curriculum is **diverse** and **inclusive**

- It takes **proactive and anticipatory** account of the varied student body

- It **anticipates** the challenges and barriers for different students

- Addresses these needs in the **core curriculum**, promoting a holistic approach to meeting students' entitlements.

- It **evolves** with the profile of students

It necessitates a shift away from supporting specific groups through a discrete set of policies or time bound interventions, towards equity considerations being embedded within all functions (May and Bridger, 2010)

UK Quality Code

Guiding Principle: Assessment is inclusive and equitable

Practical Advice

- Assessment tasks provide every student with an equal opportunity to demonstrate their achievement of learning outcomes through inclusive design wherever feasible and through individual reasonable adjustments as required

- In designing assessments, consideration is given to all students, including those with protected characteristics

- Barriers which impede access to assessments (such as biased language, inaccessibility and cultural assumptions) are avoided or removed

- Inclusive design implies a more strategic approach, which reduces the likelihood of making one-off, reactive modifications

- Individual modifications are made where necessary and appropriate, but reliance on reactive modifications can place both students and staff under additional pressure and increases the risk of inequities

Source: QAA (2018)

# Inclusivity in assignment brief design and dissemination

Why think about assignment briefs?

- Successful negotiation of assessment points is a key area of concern in students' transition into higher education and is strongly correlated to retention (Tinto, 2006)

- Positive experience of assessment and feedback is important to students' developing sense of belonging and identities as students of higher education (Cousin and Cureton, 2012)

- Clear, unambiguous assignment briefs reduce student anxiety and promote student confidence (Howell-Richardson, 2015)

- Strong link between communicative efficacy of the assignment brief and students' ability to engage successfully with their assessed task (Gilbert and Maguire, 2011; Gilbert, 2012)

- Widening participation students may be particularly disadvantaged by issues with assignment briefs (Rochon and Knight, 2013)

University of Reading

Example

- University of Wolverhampton, as part of the DiSA project (Cureton *et al.*, 2017):
  - Ensure transparency of assignment briefs
  - Ensure students understand what is required of them

- Two simple strategies
  - Guidance for staff on design of assignment briefs
  - Recommended dissemination strategies for assignment information
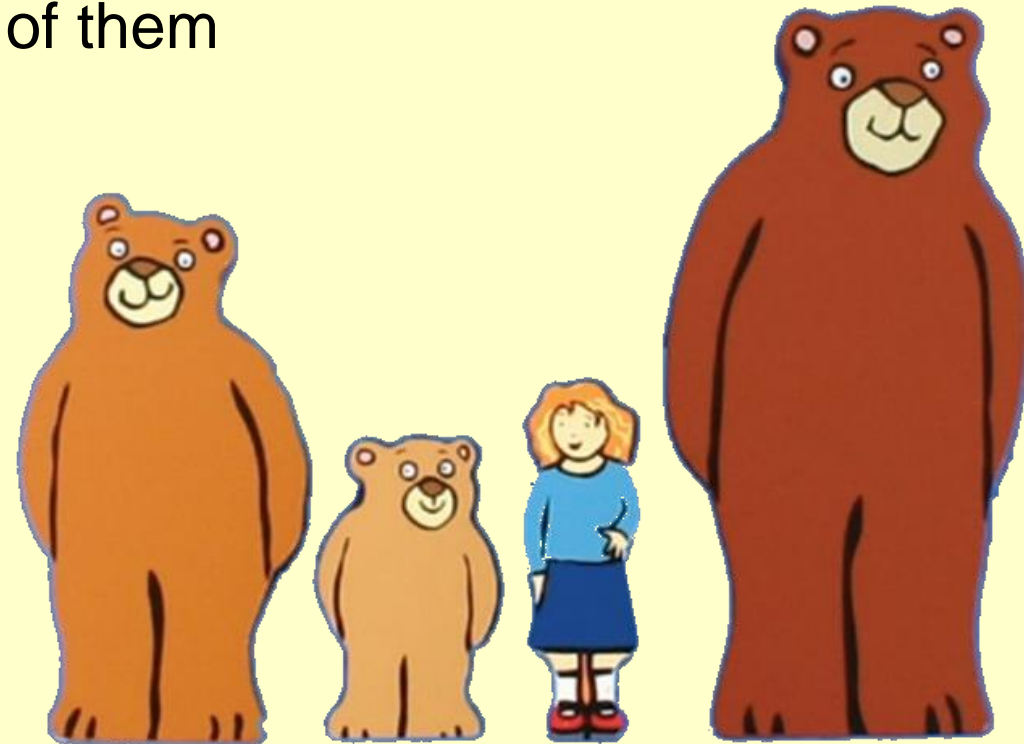
What did they do?

- Brief briefs
  - Concise brief – a single location for all assignment information, using language appropriate to level and students
  - Information on product as well as process
  - Referring to learning outcomes, marking criteria and where marks can be lost or gained

- Unpacking
  - Students discuss understanding assignment requirements in groups and feedback to the class and lecturer
  - Anonymous asking of questions (e.g., via post-it notes)
  - Lecturer's respond to questions and address misconceptions. FAQ thread in VLE

Increased confidence and attainment

- Students reported feeling more autonomous and confident in their ability to be successful
- Led to marked impact upon the BAME attainment gap at Wolverhampton in modules using this approach

Increased levels of attainment

50% and above	2012/13	2013/14	2014/15	Impact
BAME	37%	72%	74%	+37%
White	53%	61%	70%	+17%

60% and above	2012/13	2013/14	2014/15	Impact
BAME	18%	51%	55%	+37%
White	27%	34%	40%	+13%

| 70% and above	2012/13	2013/14	2014/15	Impact
BAME	14%	30%	35%	+21%
White	14%	19%	27%	+13%

(Cureton *et al.*, 2017)

Your turn

- Look at the example briefs you have been given – can you identify issues that are likely to cause problems to students attempting to interpret the requirements for each assignment?

Thinking more about assignment briefs

- Gilbert and Maguire (2014)

- Howell-Richardson (2015)

- Drop me a line:
  - j.f.s.knight@reading.ac.uk
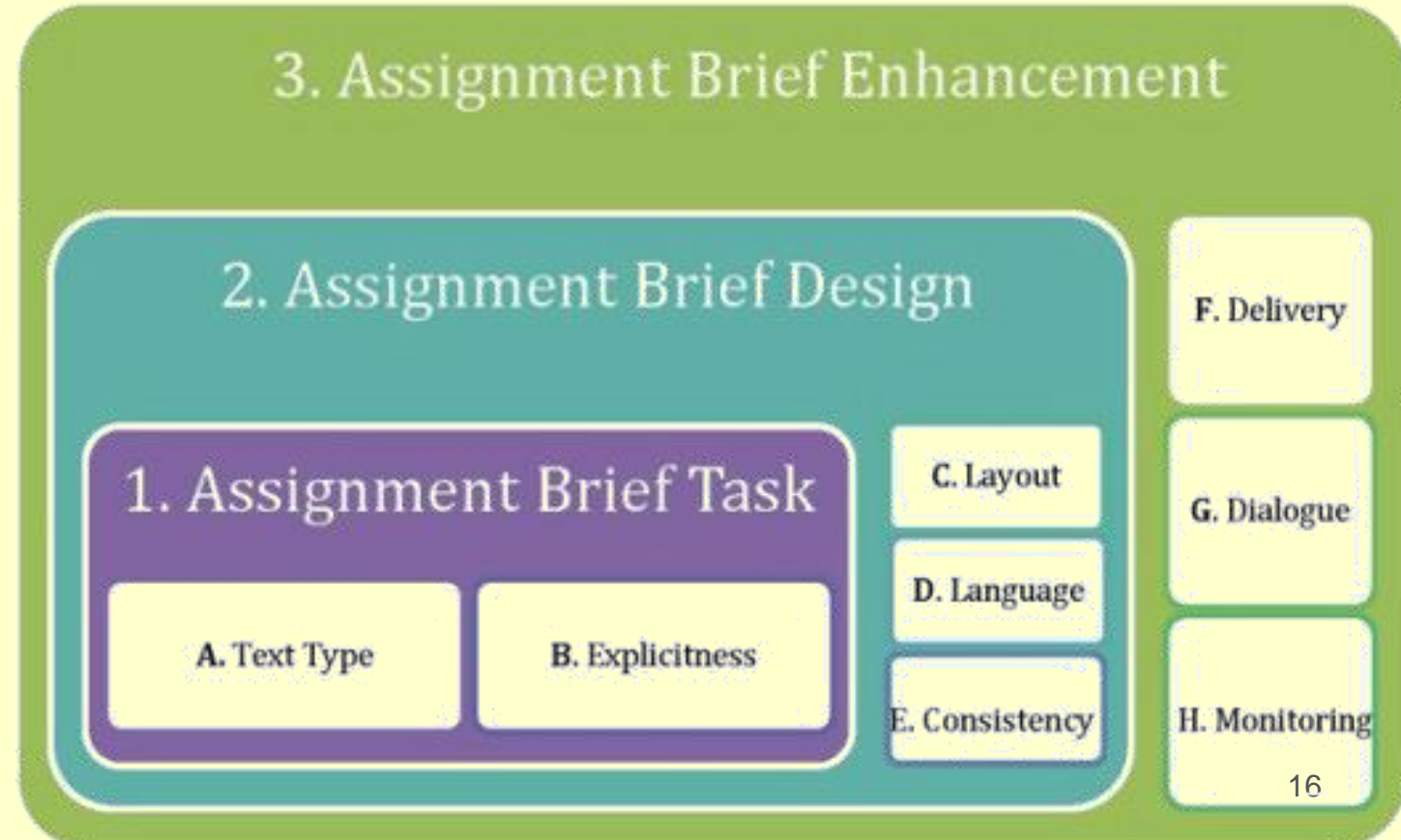
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University of **Reading**

Learning journals as inclusive assessment
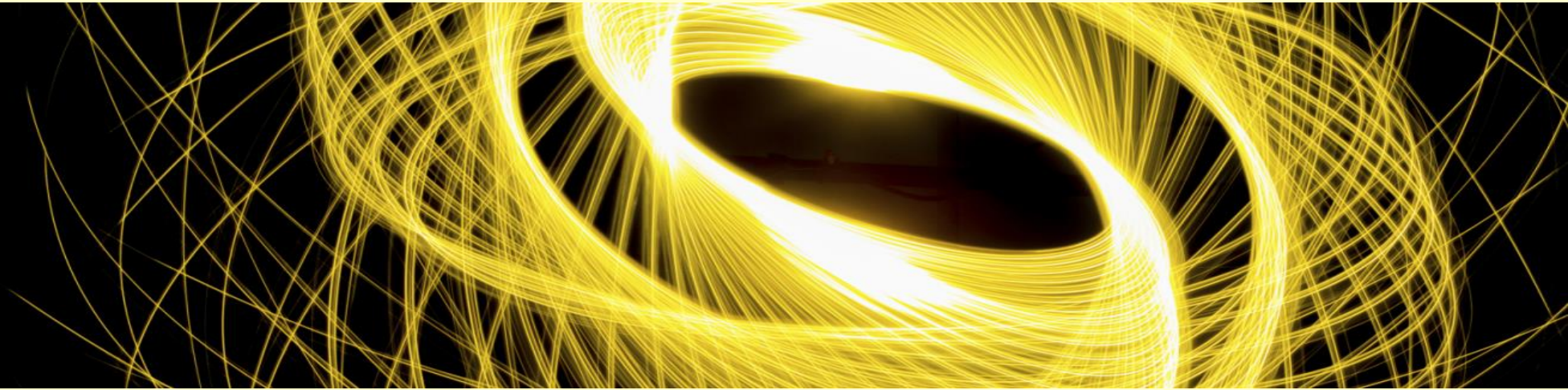
Dr Nicola Abram

Tara Williams - Week 2

Posted by Tara Williams at Monday, 24 October 2016 23:40:26

of the course we focused on the novel *The Lonely Londoners*. I found when reading the piece in my own a lot of aspects of the book, particularly the lack of a traditional plot in the interweaving narratives and ed section of the novel. It was a challenge to at first engage with the characters and I was keen to see what had made of it. Like myself, I found that many people had too struggled with the language and the way the nd the point was raised that at times it felt like an ongoing translation of the narrative. I thought this was although the book was technically written in English, the punctuation was so strange and unfamiliar that the ne ways foreign. I began to think about the troubling discussion we had had last week about the nature of being classed 'British'. Our inability to naturally read the narrative even though it was technically written in English, reflects the struggle of the characters to truly integrate into their new society even though they are supposedly British.

In the seminar we listened to an audio recording of Samuel Selvon reading from the end section of the novel. I found this really interesting as we were then able to hear the natural flow of the piece as intended by the author as opposed to my personal awkward disjointed reading. Hearing the text spoken aloud highlighted the mundane exhaustive tone to the narrative as offered by its migrant veteran Moses. In particular, the repetition of colloquial terms "boy" and "man" was really teased out by the author's dialect creating a very monotonous pace which I felt demonstrated the character's position and attitude within the novel.

In the first week I noted strong links between political attitudes regarding immigration between present day and the post war migrants. This week we looked in detail at a speech given by the current Home Secretary Amber Rudd. I was immediately drawn to a line in which she claims "the British people sent a clear message in the referendum". Again the concept of a singular perception of the British individual emerges, which is of course juxtaposed with the reality that the Brexit vote was made with a less than two percent victory, splitting the voting population. Rudd tries to establish this united ideal of the British population, and refers to the "British people" at several points throughout the remainder of the speech. This manipulative rhetoric excludes the complexities of British identity that is addressed within narratives such as The Lonely Londoners. Having read this speech, I see Selvon's novel, omitting almost completely any 'white British' perspective as an attack on this narrow-minded view of Britain. The characters claim their own Britain through the cultured focus in the intertwining episodic accounts.

Tara Williams (2016)

Comment
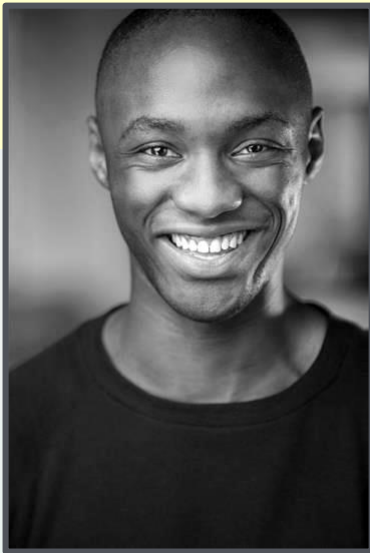
Ryan Walker-Edwards (2016)

Farah Ferhi - week 9
Posted by Farah Ferhi at Tuesday, 8 December 2015 21:53:01

d Zadie Smith's *White teeth*. In the same week there was also the debate called "I am not a costume" in
ent organised by the Agriculture society.
ne out was the cultural appropriation and cultural appreciation because by making this "minorities dress up"
opriate other cultures to themselves. Apparently this chocked. The reason why it chocked people is
sed up resumed those cultures to costumes, to fancy dresses and to physical features. They made a
nderstand something we make shortcuts.

Sara Ahmed in *Strange encounters* talk about the notion of fetishism and how people use material things to embody other cultures. For example, nowadays, people follow fashion trends when it comes to the way they dress. A few years ago, Indian motifs were in vogue, then African patterns. I also recognised some North African Berberian influence on jewelries pieces. while reading S. Ahmed I suddenly made a link between those 'stranger' cultures and fashion, then tones of questions came into my mind. Why is fashion related to cultural matters and in what way ? I came to think that fashion used to and still represent multiculturalism because made in multicultural societies. So by representing people in multicultural societies it necessarly represents many cultures. Now do people dress with Indian and African motifs because it is trendy or is it a way to embody a culture which is not theirs ? If so, why ? And does fashion represent those cultures or does it use them to differentiate themselves to other companies because being different is being original ? After all, fashion is an art but it is also a business. To end up this serie of questions, why do we embody other cultures ?

As far as I am concerned, I think it is a search of authenticity that leads me to wear African and Indian like jewelries. For example, I can buy a ring just because it has been made in Iran or Nepal and mostly in markets to the artisan who actually made it himself. I feel like I participate to fair trade by purchasing directly from the craftsman and not to any intermediary who would take the most of money and give a little income to the artisan.

I think nowadays people are more aware about the way economics and business work because they are more educated and they feel more concern about unfair treatments and discrimination. Also, I am an optimistic person and I think my generation and the next ones accept differences and by embodying those differences, they, in a way, embodied that many cultures exist, cohabit, and maybe, unconsciously embodied those cultures. It doesn't mean they understand them which can lead to confusing appropriation if not disappropriation.

Comment

Farah Ferhi (2015)

Jovana Horn (2015)

"When we go back," my parents warned, "you're not going to understand anyone, and they probably won't to understand you."

"But I thought they speak English?"

"They do, but it's not the same. It's Singaporean-English -"

"But I'm Singaporean -"

"It's not the same. We don't want you to speak like them you understand? We're Eurasian. You speak the way we taught you."

I was was eight, almost nine, and after four and a half years of living in Australia, we were moving back to Singapore, a country I had scant memory of.

I say 'moving' - we were being deported.

—

It was too late in the year to start school, but I didn't have to wait to learn that I was still a foreigner. We were at a birthday party. My sister, some cousins and I were going to play football. Most of them were half-Malay, one was half Japanese. One of them was my age - our mothers were sisters and our fathers, brothers, making him the only person in the whole world with precisely the same racial profile as my sisters and I.

"We should play Malays vs. Eurasians," suggested a cousin slightly older than me, who barely speaks English.

"*Bodoh*, we're all Eurasian. Or do you not know who your mother is?" Another cousin retorted.

—

"It's weird being here." My sister says as we walk through London. "Familiar somehow. Like I can feel the English part of me speaking to the city."

I almost know what she means. When I pretend it's just me, the pavement and old stone buildings, I can hear it too. Every time I am in London I marvel at the fact that entire branches of my family tree lived here. I imagine running into some white Victorian man - a great-great grandfather - and I wonder if he would be confused or disappointed or appalled that his descendant is brown and Southeast Asian. Or maybe he wouldn't be surprised at all. After all, before my European ancestors were colonialists, they were, so I am told, pirates.

I do not come from a people who have a home. We do not stay in one place for more than a generation. We belong to no one but ourselves and each other; to nowhere but Somewhere Else. We are stirred by the sunless, blue-grey tides of dissatisfaction that whirl constantly beneath our ribs.

Alana Harris (2019)

Posted by Hannah Fatima Ashraf at Sunday, 18 March 2018 22:27:55

In relation to Leila Aboulela's 'the translator,' I conducted an interview with my parents to better understand the dynamics at hand when navigating the western world as EFL speaker, particularly with relation to relationships and operating as a EFL parent to British born children. As the text itself is a novel exploring relations between two people who have different relationships with language, I felt Aboulela produced a narrative exploring language and how it serves purpose and or difficulties particularly considering EFL as part of this discourse. I found the interview to be a very useful exercise which helped me to grasp the complexities of being bi-lingual (EFL) and its challenges raising a family in a country you aren't familiar with. Considering the importance of language itself, it made me think of how Prema from 'Translator Translated' was also pressured by academics to take up a more European language and what this infers about the western world. Another interesting point from the interview was that when asking my parents if there were any issues they had when communicating with each other when first courting and if so what were they, my dad flagged up the fact that my mum speaks American English:

H: 'Did either of you run into any problems communicating with each other because both of you are speaking English as a second language

D: 'She was using American English...'

H: 'And what differences did that make?'

D: 'Not so much difference, but in that time, when I met your mum, I've been here already for a while. So my English was much more improved and it made communicating with her a lot easier because by that time we both have been here for a long time but the only time it became difficult is when she uses American English in certain things, and eve though I understand what she means sometimes, my English and her English is different.'

I found this to be very interesting as my mum has been taught English as a second language since she was a child. As it is compulsory children were found not speaking English on school grounds they were often fined as punishment. Within the contexts of post-colonial of the US so I can understand and see a lot of this in how my mother speaks and how she is constantly having to think about what she The global reach of English and its different versions made me rethink my own relationship to English and how I have never needed to When comparing my own experience to that of my parents, I had started to really understand that they both have had and sometimes s English:

M: 'In terms of like, coming to the UK.. I mean going away from the Philippines and working abroad, you know it is quite hard.. Becaus English English.. its American English. We are taught American English and.. pronunciations, meanings.. some of the meaning is quite it in my own dialect and then translate it into English. Its difficult in the beginning.

My mother's experience with navigating American English had made me understand that there are many 'under the hood' type process language, this was particularly of interest to me because as a person who has only really grasped English, I had never really noticed wh distinction because I started to understand that English in its many levels, has also different versions and what my dad pointed out is th versions of English to sort through constantly, a translation process which was completely unbeknownst to me.

Hannah Ashraf (2018)

Jake Ward (2018)

In last week's journal I said that I enjoyed Anita Desai's short story the most- I take that back! Rabih Alameddine's *an Unnecessary Woman* has become one of my most favourite novels to read. I was entertained by Aaliya's witty and humorous narration, it made the novel enjoyable and easily readable. I appreciate the subtle humour that is used because it made me think more deeply about some of Beirut's geographically contested issues, particularly about its creating borders. Aaliya describes;

> "... **each neighbourhood a different country with its own [colour], streets as borders, the tiniest road documented, every alley, every corner.**"

After reading Gloria Adalzua's *Borderlands* and this passage from Alameddine's novel, I started to notice just how much borders are present within my home city, London. While I was walking through Notting Hill, I was surprised at how the picturesque appearance of the pastel terraced houses, overshadowed the council estates located within the same area. I found it quite shocking that London is considered to be a cosmopolitan city, like Beirut, yet such "streets as borders" exist. The following images might help to visualize what I am describing;

Rohini Vaja (2019)
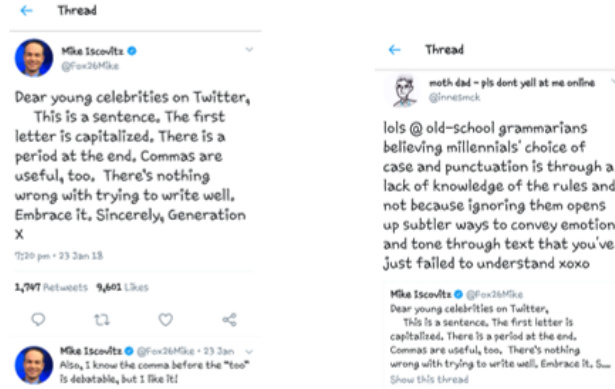
Premela Kala (2018)

Premela Kala – Week 7

This week, whilst reading *The Translator* by Leila Aboulela I was fascinated by how different experiences enhanced or hindered empathising with the protagonist. I felt that peers in the seminar with cultural backgrounds mirroring the protagonist tended to feel less harshly towards her. As well as similarities in culture, the ability to understand words not translated into English created this allegiance to the protagonist, formed by intimate understanding not universally available to all readers. According to peers, the nuances of Arabic being slightly romantic would not have been reflected well in an English translation. I found myself revisiting my thoughts in week one discussing the effect of pop translations trivialising texts because of the light-hearted tone it requires. Consequently, I realised how important tone in translation is in attracting and deterring certain types of readers.

So far in the module I have considered how translations are affected whilst translated *into* English. However, thinking about tone, I wondered if there were any nuances in English that would be difficult to reflect in different languages. Coincidentally I came across a Tumblr post that was discussing the nuances of English created by millennials:

The concept of 'incorrect English' is something I have been accustomed to seeing and using, on all social media platforms. As the Tumblr post alludes, simple shift in punctuation and capitalisation can change the tone of a sentence completely. Using 'incorrect English' is something that is very common amongst people my age. However, I do believe that people who are not familiar with this use of English will find it very overwhelming as demonstrated here:

May Taher - Week 9

Posted by [icon] May Taher at Monday, 12 March 2018 15:15:55

What happens to the value of translation and texts in translation when the process becomes readily accessible to all? As technologies continue to develop and become even more user-friendly, the potential for literature (or any written work) to be translated from an unknown language to one that is known is not only simple but instantaneous. For this learning journal entry, I decided to go a little out of my comfort zone and attempt to translate what I am currently writing now into Arabic, but then enter the translated piece into "Google Translate" to then translate back into English. From this, I hope to emphasise, whilst the use of these systems are easily accessible, they are still a service that could potentially hinder the meanings of a text. Also, to clarify, I am by no means suggesting that my Arabic translation will be perfect, however, it should still convey similar meanings to this learning journal. Moreover, I would just like to add that, as of May 2017, Google's translation service was used by over 500 million people daily. Therefore, there would be certain expectations for the system to uphold; systems such as Google Translate must not only provide its users with a clear and coherent translation of the text, but it must also replicate similar meanings.

One could argue that, if technological advances such as Google Translate are not used, there is the likelihood for translations to be affected by the 'emotions' of the translator. Translations must be objective, rather than subjective. In Anita Desai's "Translator Translated", it is clear that the position of the translator becomes problematic, as Prema, gaining power from being one of the only people that can speak the Oriya language, chooses to alter the texts she translates. Prema believes that her changes from "'red' to 'crimson' or 'anger' to 'rage'" (seemingly small changes) make all the difference. Yet, when presented as a whole, when there are so many 'small' changes, these translations can affect the reading of translated literature. It seems that, despite stating that she is "an author" in her own right, the novella is constructed to epitomise that Perma is, in fact, not.

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ماذا يحدث لقيم الترجمة والنصوص عندما تُصبح عملية الترجمة متاحة للجميع بكل يسر وسهولة؟ مع استمرار تطوّر التكنلوجيا تُصبح استخدامها أكثر سهولة، فإن إمكانيات ترجمة كتب الأدب ("أو أي نصوص مكتوبة) من أي لغة غير مفهومة إلى لغة مفهومة لن يكون سهلاً وحسب بل فوراً أيضاً. ومن أجل إثبات وتوضيح ذلك، فقد قررت أن أتكبد بعض العناء وأجرب ترجمة ما أكتبه حالياً والآن إلى اللغة العربية، ثم أقوم بعد ذلك بوضع النص المترجم في "جوجل للترجمة" لترجمتها إلى الإنجليزية. من هنا، آمل التأكيد على أنه وعلى الرغم من سهولة الوصول إلى هذه البرامج إلا أنه من الممكن أن تكون الخدمات التي تقدمها غير دقيقة وتخفي المعنى الحقيقي النص. وللتوضيح أيضاً أنا لا أدعي هنا بأن ترجمتي للعربية مثالية، ولكنها على الأقل تنقل معنى مشابه للفقرة. بالإضافة إلى ذلك، أود أن أضيف بأنه منذ مايو 2017، يستخدم خدمة الترجمة من Google أكثر من 500 مليون شخص يومياً، ولذلك، ستكون هناك توقعات معينة سيتعين على البرنامج المذكور المحافظة عليها، منها أن خدمة الترجمة في Google لا ينبغي عليها فقط تقديم ترجمة واضحة ومتماسكة للنص فقط، بل أيضاً تقديم معانٍ أخرى مشابهة.

تؤمن بريما بأن التغييرات التي تجريها من كلمة "أحمر" إلى كلمة "قرمزي" ومن كلمة "غضب" إلى "غيظ" (تبدو تغييرات بسيطة) تحدث فرقاً كبيراً، ومع ذلك، فعندما يتم تقديمها في إطار كامل، وعندما تكون هناك الكثير من التغييرات "البسيطة"، فإن ذلك يمكن أن يؤثر عند قراءة للترجمة، فسيكون هناك احتمال تأثر الترجمة بمشاعر المترجم وعواطفه. يمكن أنGoogleللمرء أن يناقش بأنه إذا لم يتم استخدام البرامج التقنية المتطورة مثل الأدب المترجم. على عكس ما نقله بريما، فإنها ليست "مؤلفة"، وفي الواقع فإن الرواية تثبت بأنها ليست كذلك. تكون الترجمة متجردة وليست شخصية.ففي كتاب "أنيتا ديساي" "ترجمة المترجم" من الواضح أن موقف المترجم يصبح إشكالياً، حيث تختار بريما التي تكتسب قوة كونها واحدة من الأشخاص الذين يستطيعون التحدث بلغة الأوريا، تغيير النصوص التي تترجمها.

English-translated version from Google Translate

What happens to translations and text values when translation is easily accessible to everyone? As technology continues to evolve, its use becomes easier. The poss... any written texts from any language that is not understood into an understandable language will be easy, but also immediate. In order to prove this, I decided to do so... am currently writing and now into Arabic, and then put the translated text into Google Translation for translation into English. From here, I hope to emphasise that alth... access, it is possible that the services that provide are inaccurate and hide the true meaning of the text. To illustrate, I do not claim here that my translations of Arabic... meaning to the paragraph. In addition, I'd like to add that since May 2017, Google's translation service has used more than 500 million people a day, so there will be... will have to maintain, including that Google's translations service should not provide a clear and consistent translation to text only, but also to provide other similar me...

One can argue that if advanced technical software such as Google is not used for translation, the translation may be influenced by the translator's feelings and emoti... clear that the translator's position becomes problematic. Prima, who is gaining strength as one of the people who can speak the language of urea, chooses to change... believes that the changes you make from the word "red" to the word "crimson" and from "anger" to "irritation" (minor changes) make a big difference. However, when... are many "minor" changes, this can affect reading the translated literature. Contrary to what Prima says, she is not "author", and in fact the novel proves that she is n...

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My Findings

Whilst the version translated by Google can still be understood (as it conveys similar meanings to the original), there are some obvious lapses in translation. ... paragraph:

May Taher (2018)

University of Reading

The learning journal was so useful because I could see my own progression but also because if I didn't get a chance to speak in class I could say what I wanted to on my journal.

The Learning Journal is also an effective way of becoming more understanding + critical of the texts
↳ Wish it was available in more modules.

I have absolutely loved the learning journals. This module ~~deals~~ deals with many complex ideas $ having the opportunity to sit down each week $ pick apart these ideas, I feel has really heightened my understanding of the texts!

Learning Journals as experienced by students

- https://youtu.be/_0P-0cT4wZ4

University of **Reading**

Mpharm Personal & Academic Development Portfolio
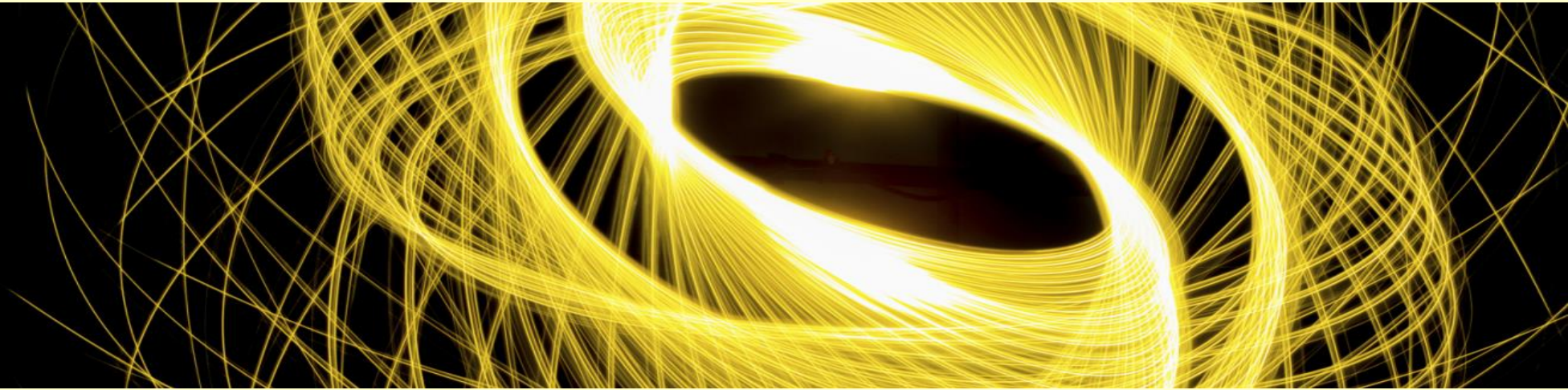
Rav Savania & Dan Grant

Why use a portfolio?

- To demonstrate the use of **reflective practice** as a part of **professional and self-development**.
- To **integrate knowledge** of medicines to be able to effectively communicate with patients.
- To develop skills in **building a portfolio** of evidence of learning and competence
- To develop skills in **research** and the **evaluation** and integration of **evidence**

PAD-Portfolio: sections

Careers Management

Self-Development

Clinical Knowledge

Research Skills

Feedback & Assessment Records

Reflection on Learning and Feedback

Reflection on <u>**Learning**</u>

- What they learnt
  - Knowledge
  - Skills
  - Attitudes

Reflection on <u>**Feedback**</u>

- The activity and what they learnt
- Understand the feedback?
- What learning needs were identified
- What do they need to do to improve?

Application to *future* practice
- Student: Future work/assignments
- Pharmacist: Change in behaviour
- Patients: Communication, professionalism

Assessment of pad-p – our aims

- Develop an inclusive assessment
  - Allow students to work at different pace (within reason!)
  - Provide students an element of choice in what they decide to include in their portfolio (e.g. what topics/activities to reflect on)
  - Use different assessment methods to support the diverse cohort of students (written & verbal)
- Encourage engagement with the wider MPharm programme
- Encourage students to reflect on themselves

Assessment of PAD-P:

- *Viva voce* on **reflective practice**
- *Viva voce* on **integration of knowledge** of medicines and **effective communication** with patients regarding their medicine, its formulation and safe use.
- Portfolio assessment
  - Engagement
  - Reflective practice
  - Presentation
  - Minimum requirements versus "personalisation"
- Knowledge also feeds into written exams, research project, clinical examinations

Supporting students through the journey

- Intro to portfolio and reflective practice – refreshed annually
- Embedded within Academic Tutor System
  - Agenda item – check points of progress each term
  - Learning Needs Analysis – to support reflection on own strengths and areas for development
  - Progressive development of written and research skills with formative feedback, leading to final year research project
- Signposting sessions/activities that could be reflected upon
- Interdisciplinary session in P2 to help students to integrate science into practice – staff from all cognate disciplines
- Mocks – including peer review

What next?

E-Portfolio...

- Designed by students
- Formalised check points
- "Timestamping" of submissions to support students' time management
- Embedding "business" content in collaboration with HBS (mini-CBA)

Student views

I used information I learnt in Part 1 and linked it to something I learnt in Part 3

I think [the viva assessment] was a good way of assessing

If used… properly in every year of the MPharm, the PADP can be a useful tool

The PADP is very useful at bringing together various concepts of the MPharm

The portfolio is an ideal opportunity to build, test and consolidate knowledge, identifying weaknesses through reflective practice

The MIM viva tested understanding of key concepts… in respect to patient counselling, administration, formulation and dosing regimens

The PADP… allowed me to relate physical chemistry and pharmacokinetics to pharmacy practice

Further Resources and Reading

- https://padlet.com/k_jooganah/UoR_InclusiveAssessment

- **Plymouth Case study** https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity/case-studies-of-good-practice

- **University of Southampton** https://www.futurelearn.com/courses/inclusive-learning-teaching/0/steps/29573