

**External-facing assessments:
Balancing the needs of students, external
partner organisations and the public**

**Nicole Brown, Pilar Garcia Souto, Nick Grindle,
Thomas Kador and Vincent Tong**

‘Enabling students to handle their own disturbance calls for a pedagogical transaction in which the student has the pedagogical space to develop her own voice’

(Barnett 2000, 160).

The PhD: 'a paranoid genre'? (Germano 2015, 14)



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Could a concept of ‘audience’ help mark out the space in which students can find their voice?

UCL Connected Curriculum



Dilly Fung

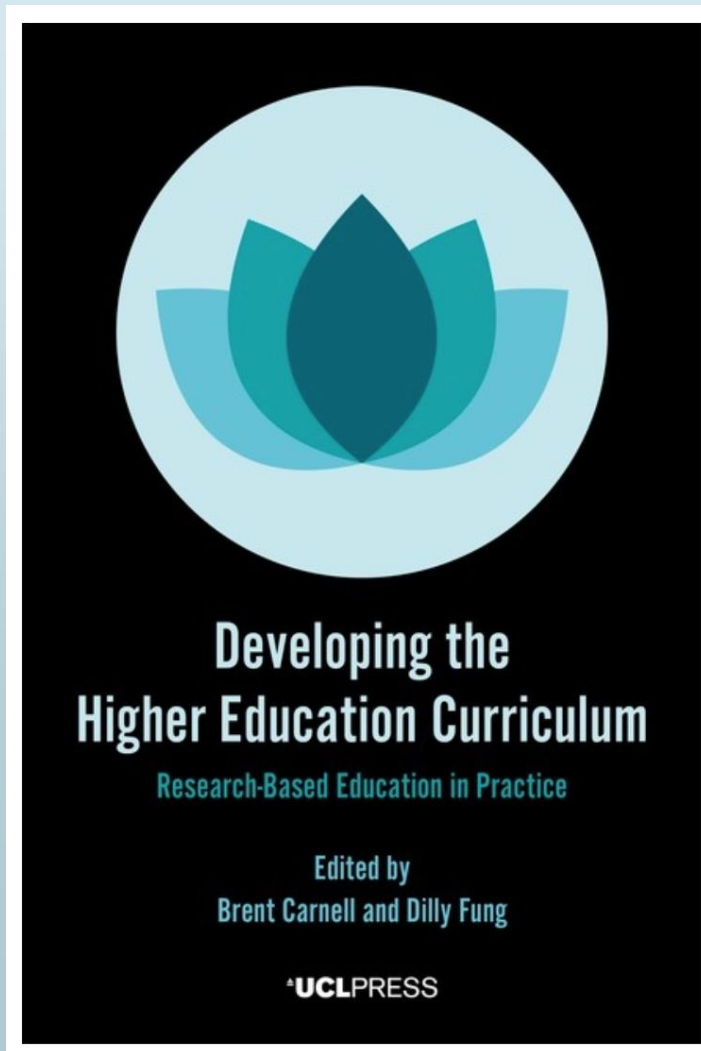
**A Connected Curriculum
for Higher Education**

***UCLPRESS**

A whole-institutional approach to embedding research-based education and assessment into programmes of study

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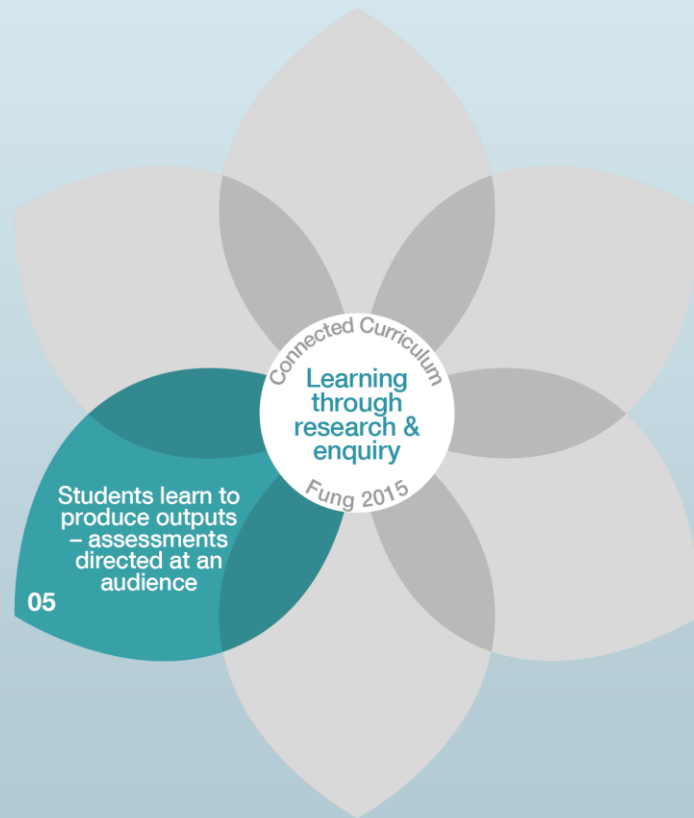
UCL Connected Curriculum



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Students learn to produce outputs



- Are some assessments of student learning outward facing, directed at an identified audience, giving students a voice beyond the class?
- Can students demonstrate an ability to use a range of digital media effectively, as well as different modes of writing, visual and oral communication, as they express their insights and arguments to others, both within and beyond the institution?

CC Collab for external-facing assessments

- Fostering inter-faculty, inter-departmental collaborations
- Embedding student-staff partnerships
- Outputs for advancing non-discipline-specific approaches to external-facing assessments

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- **Connecting CC Collabs with you all**

Exploring issues around external-facing assessments

1. Institutional capacity
2. Working together with entrepreneurship, alumni, student unions, and public engagement
3. Diversity and inclusivity

1. How can the university develop **institutional capacity** to enable the development of external-facing assessments as a core element of its educational programme?

Peer assessing individual contributions in a group project

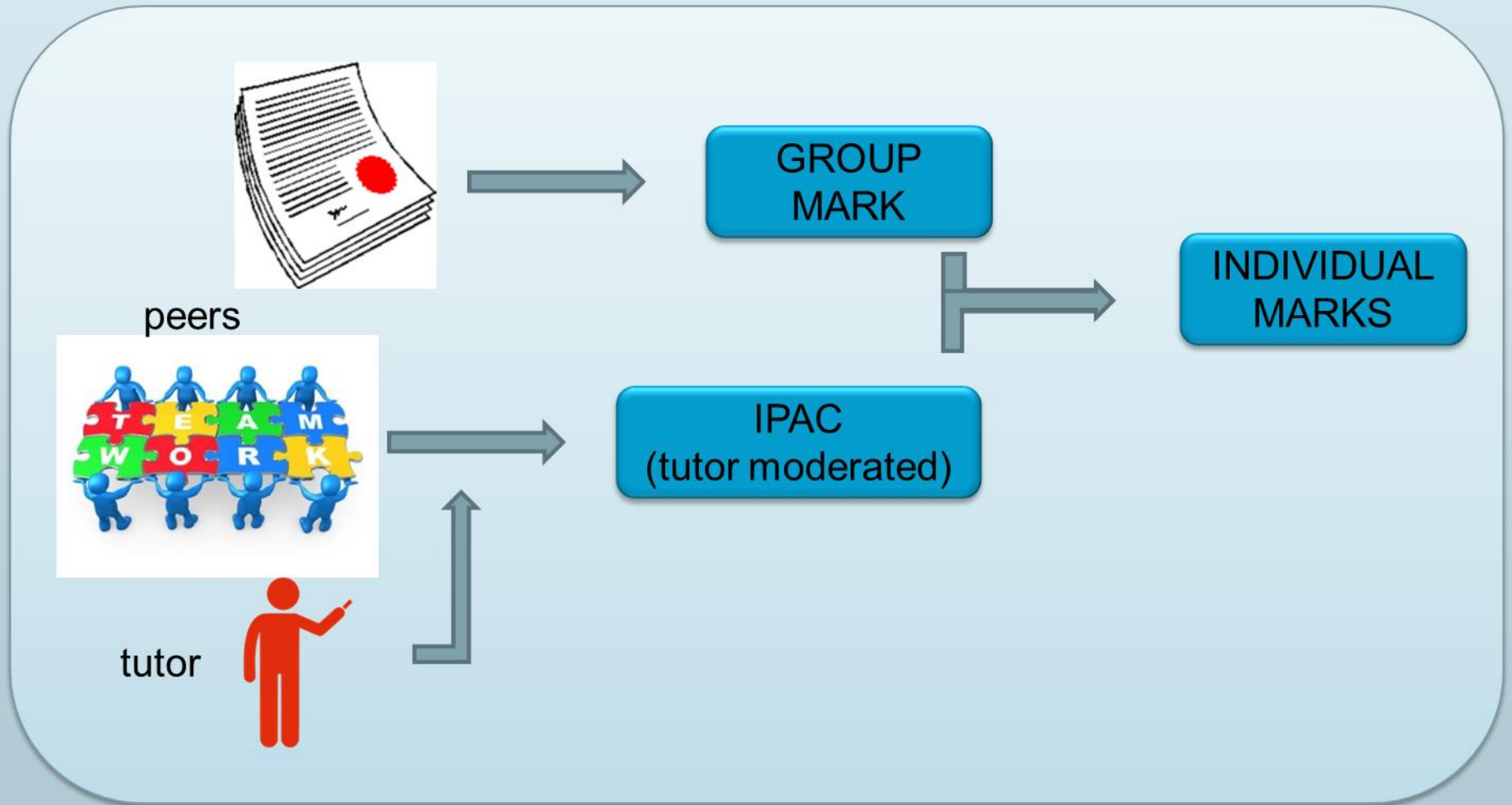
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**Medical Physics and Biomedical Eng,
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How does it work?



Benefits of this external-facing assessment

- Students train to give **constructive criticism** and **meaningful but professional feedback**
- Interact with a **different level of expertise**
- Communicate efficiently in a range of **roles**
- **Engages students** to contribute to the group work → minimizes 'free riders'
- **Self-reflecting** and **bench-marking** against other peers
- Students get how their work/contribution is **perceived** by the team
- Well received and rated by students

– Garcia-Souto MdP et al. (2017) *Peer assessing individual contributions in a group project*. CC Co-Lab round table. 50th SRHE conference, 6-8 Dec 2017 Celtic Manor, Newport, Wales, UK.

<https://www.srhe.ac.uk/conference2017/abstracts/0281.pdf>

IPAC Consortium

- UCL-wide consortium looking into IPAC
- Staff, students and technologists involved
- Multi-dimensional study



institution



Literature review



Commercial systems

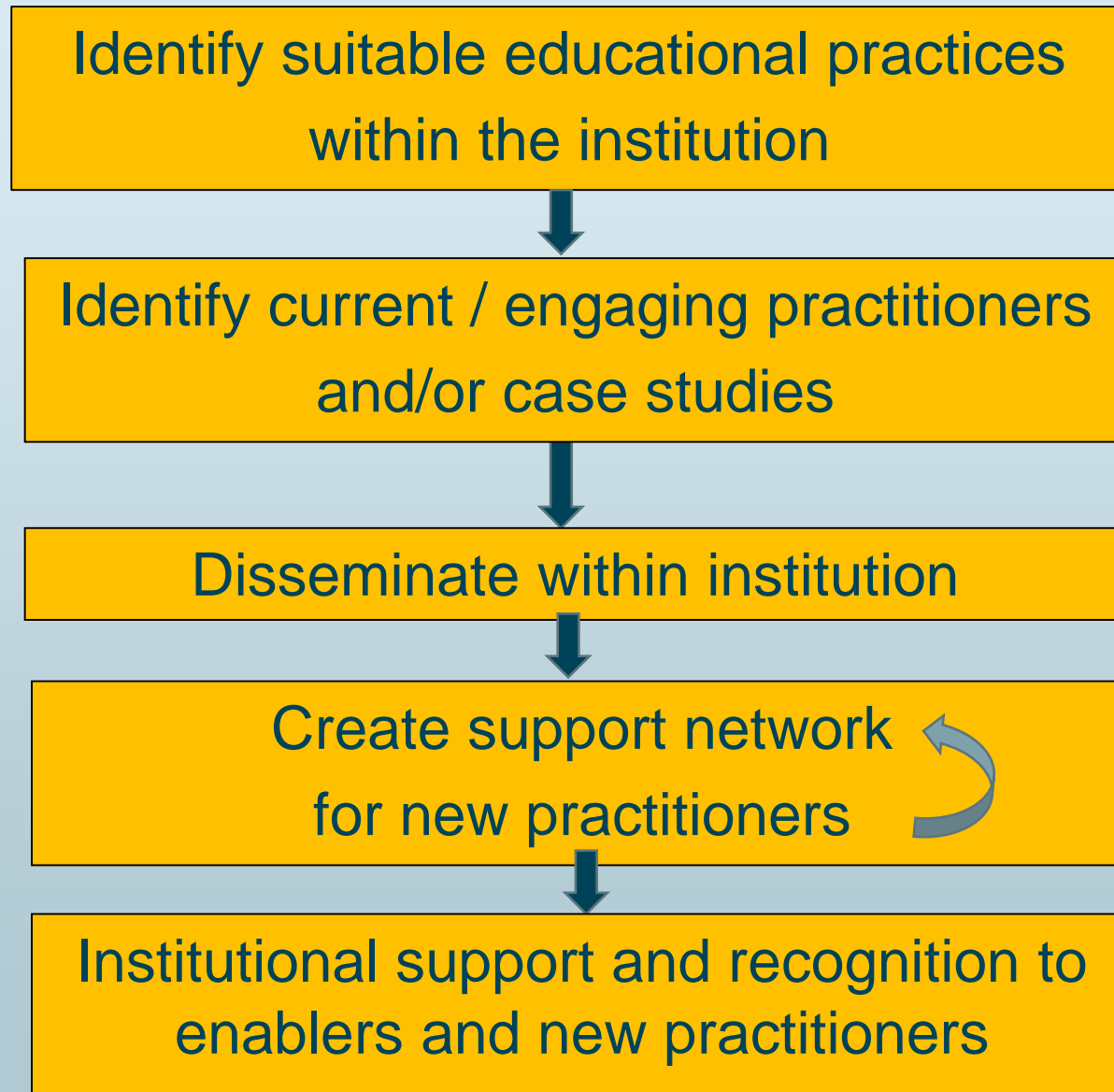
Key elements of the methodology and options



In-house IPAC system

Roundtable question

- How can the university develop institutional capacity to enable the development of external-facing assessments as a core element of its educational programme?



2. How might educational professionals work together with colleagues in **entrepreneurship, alumni, student unions, and public engagement** roles to support the university's development of effective external-facing assessments as a core feature of its educational programme?

A participatory approach to developing outward-facing assessments

Thomas Kador
UCL Culture



Directing assessments at public / non-academic audiences

- Students express difficulty in engaging with notional audiences
- Solution: work with ‘real ones’
- Sounds simple but opens wider range of conceptual, practical and ethical issues



The modules and the project

- Vertebrate Life & evolution
- Third year Biological Sciences
- Mystery specimen
Individual student research project
- Public presentation of the findings
- Object Lessons
- Second year interdisciplinary (Arts and Sciences)
- Object-based learning
- Individual piece of writing and curating a (group) exhibition, both aimed at a public audience

A partnership approach



Final reflection

- Thinking about potential audiences for students learning...
- ... who is the learning that students undertake (and the outputs they produce) relevant for; especially beyond the university?
- ...what is the value of (HE) learning and how does it relate to the 'real world'?

3. What are the challenges and opportunities that external facing assessments present for universities and external audiences with regard to **diversity and inclusivity, and equality of opportunity?**

Developing portfolios to become meaningful, external-facing assessments

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- **Portfolios – role and relevance in professional training programmes**
- **Context of the STEP programme**
- **Context of the inter-departmental project**

- **Process, outcomes and results**
- **Role of stakeholders (academic staff, students, businesses)**
- **Ownership of assessments and assessment outcomes**
- **Where do we go from here?**

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CC Collab in 2018

Interdisciplinarity themes

Connecting students from different years and alumni

Inter-faculty and inter-departmental collaborations

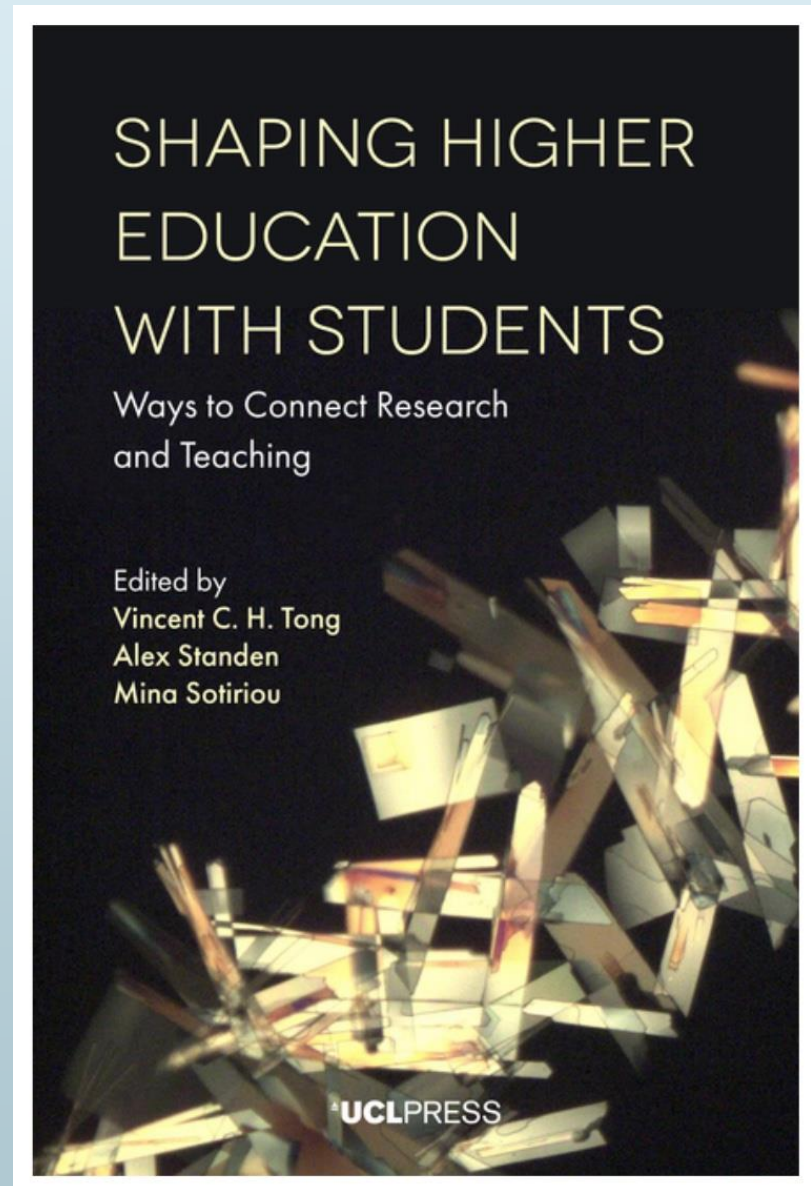
Student-staff partnerships

Engaging students in research with real-world outputs: Making an impact outside of the lecture theatre

**Dallas Roulston
with Prof Rachel
McGrindle**

**Editorial commentary by
Joe Thorogood**

**Open access
Free download from UCL
Press**



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All IPAC Consortium members, participants of focus groups
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