

Students as Partners in Redesigning Assessment

Evaluation of the project – By Lucy Yeatman

Limitations of the project

Overall the project was frustrating to run, as we struggled to get student to participate the focus groups. This was despite reward of £10 Amazon vouchers for the time involved and flexibility around times and format of the focus groups. The initial plan had been to run all of the groups before the assessment period and then analyse the transcripts in June, but in fact we ended up running them after the assessments putting pressure on time for the interns to then work on analysing the transcripts.

Given the very low numbers involved and the very wide-ranging answers in the focus groups and the timetable for the project, the student interns did not feel that they could make clear recommendations for changes to the assessment. Instead gave some guideline recommendations on factors to consider when looking at assessment changes.

Impact on student participants

We did not assess student perceptions of their views on assessment following focus groups, which was part of the initial plan for the project. This was largely due to the fact that that only one of the focus groups ran as a group and the other three effectively ran as interviews. As the participants had not had an opportunity to hear views of other students or explore different perceptions of assessments, the process was less likely to have an impact on their perceptions.

Impact on Clinic review of module

The Clinic teaching team are starting a review of the module in November and the project report will feed into the review, both of module learning outcomes and the assessments. We are going to use the 5 themes identified by the focus groups to inform any changes that are implemented to the assessment.

Wider impact in the Law Department

Since this project was conceived of, I have taken over the role of Education Lead in the Law Department. The focus of my role over the next two years will be assessment. The Law Department has consistently low scores on assessment and feedback in the NSS and I will be working with colleagues across the department to understand why this is

and what we might be able to do about this. This project will help to inform this work. I will use the 5 themes identified from these focus groups to inform changes to the way in which we design and deliver assessments in the law department. I will take what I have learned on setting up focus groups forward, and set up some student groups to help evaluate changes to assessment processes the we intend to implement across the Law Department over the next two semesters.

In addition to the NSS Action Plan which is focussed on assessment, I will also be working with the School education lead to review our assessments to align with the principles of Curriculum 2027. The themes identified in the focus groups will help to inform this process.