

## Case Study 1

*"We assume that every student has the right to be fairly assessed on what benefit he or she has taken from the discipline. On the other hand, it may well be that our own approach to assessment falls short of such an ideal."*

(Teachability Document, 2002)

What methods of assessment do you employ in your programme? In what ways do they allow students to demonstrate the benefit they have taken from the discipline? How might the methods you use fall short of this ideal? What are the particular areas of difficulty? What might be possible solutions? Are there any institutional barriers that might prevent you implementing change?

## Case Study 2

Which of the following statements would be true of your programme's assessment practices:

- Staff are consciously aware of what aspects of student attainment or performance they are trying to assess
- Students are aware of the aspects of attainment or performance which are the subject of assessment
- Where a student is unable by reason of an impairment to show evidence of relevant attainment or performance in the standard way, alternative arrangements are put in place if it is possible to do so
- The flexibility referred to above is available in terms of deadlines and timetabling of assessments
- Alternative assessment arrangements as referred to above are well controlled to ensure consistency and fairness, both vis-à-vis the students taking them and other students

In those cases above where you regard your programme's assessment practices as less than wholly satisfactory, what actions do you propose to take?

### Case Study 3

*"Some students may be better served by alternative assessment methods, rather than special arrangements for the same examinations."* (SENDA Compliance in Higher Education, SWANDS, University of Plymouth, 2002)

Consider the above statement as it applies to your own courses. What barriers might be created by existing assessment methods? What truly alternative assessment methods could be used? How can you ensure that you are assessing the same learning outcomes - i.e. that the assessment method is valid? How can you ensure that academic standards are maintained?