

‘Rethinking assessment: Inclusive assessment & standards in a dynamic and changing world’.

John Butler

Templemore CFE, Tipperary ETB

Since my recent introduction to the concept of UDL, I find it has given me courage to really question what I have been doing, and to find new ways to motivate myself, firstly, but also to motivate my students. To give them additional means of engaging with and processing the required information. But also, more importantly, to look at the way the learned material is assessed.

I have begun to realise that the only real limiting factor to making our lessons and assessment procedures more relevant and interesting, for ourselves and our students, is our own imagination. If we get creative (all be it within the parameters given in the module descriptors) we can better capture the attention of our students, and make the whole learning and assessment procedure more engaging and enjoyable and rewarding for them (and for ourselves).

I decided to use the module Legal Practices & Procedures, which is a module I always found difficult to teach and assess, mainly due to my lack of formal qualification in the area. It is a very theory based module, with the assessment procedure historically being two 1500 word essay type assignments worth 30% each, and a 40% exam. I decided to look at this module to see if I could change it up a bit, make it more presentable, enjoyable and rewarding to the students.

The first area I looked at was how do I get the students to buy into what I’m planning to do. So we had a meeting, where I explained the concept of UDL to them (which none of them had heard of before). They were curious but also a little apprehensive... at bit like myself. I explained the idea that I needed to motivate them to become engaged in the delivery, understanding and assessment of this module. I showed them the learning outcomes to be covered, and also the notes and teaching methods used up to now, along with the assessment procedure used. Initially, two of them told me they were a bit uncomfortable with all this information, and felt I should just give out the notes, go through them, and let them get started on the essay type assessment procedure. However, I explained again, the concept of UDL to them (as best I could) and got them to understand that giving them a view of the existing methods, and a say in all future methods of delivering the content, processing/understanding the content and assessing the content, that this should make the whole experience more fulfilling and engaging, and should enhance their understanding and

appreciation of the subject content. Also, by using multiple and varied assessment methods, this would give everyone a fairer chance at being more successful, completing the module.

With this new outlook, most of the students decided to immerse themselves in the process, to see where this journey took them.

At this point I must admit that I also had an ulterior motive for devising a new assessment procedure. Having recently completed an Erasmus+ funded programme in Malta on Artificial Intelligence, I was acutely aware that I needed to get ahead of the students in this area. If it was possible to change the assessment procedure, away from the essay type submission (which ChatGPT would only love to spit out in about 12 seconds flat), to something involving more student interaction, showing personal understanding and personal reflection, then this I felt, was the way to go.

I made some changes to the presentation, explanation, understanding and assessing level of understanding, as outlined above, using the PlusOne approach. But I decided to make the majority of changes to the assessment procedure.

In collaboration with the students we made the following alterations (while staying within the module descriptor parameters):

Legal Practice and Procedures: Assignment 1

- **OUT:**

- The old style 1500 word essay type assessment **30%**

- **IN:**

- A role play re-enactment of a court sitting case study **10%**
Including a brief interview with each student on various aspects of the court case, which also tie in with the learning outcomes.
- A visit to an actual court sitting at our local District Court **5%**
Including a short report on a particular case we observed.
- A round table group discussion on various topics from the learning outcomes. **5%**
- Finally, a 500 word essay, covering the remainder of the learning outcomes, and keeping some continuity with the previous assessment method. **10%**

Brief and Marking Scheme included as attachments to email.

The impact of the implementation of UDL on my chosen area has been varied. It varies from really capturing the attention and imagination of the students, whereby they really engaged in the whole process, to a couple of them, at times, saying that they would just prefer the essay type assessment.

However, the assessment wasn't the only aspect which was changed. The use of additional study notes, the clarification of meaning and pronunciation of the new vocabulary, and the group discussions of various topics associated with the relevant learning outcomes was well received by all students. Also, while one or two students voiced their preference for the older assessment procedure, the remaining students were very happy with the new methods used.

They all agreed that the overall experience was very positive, that the teaching and assessment methods 'brought the subject alive...'

Personally I believe this was a very worthwhile exercise. I really enjoyed researching various sources and presentation methods of the relevant material. And this in turn has given me a better understanding of the content, given me more confidence in my ability to teach the content, and thus makes me feel more professional overall.

The biggest change obviously is in the assessment procedure. I believe this is a much better and fairer procedure, which allows the diverse nature and abilities of the students to be catered for. It also gives me the confidence that the students are assessed more on their knowledge and understanding of the various concepts, and their ability to align these with real life vocational experiences, rather than just their ability (or AI's ability) to write an essay.



ASSESSMENT BRIEF

Component Title:	Legal Practices & Procedures		
Component Code:	5N1394	Level:	5
Assessor:	John Butler		
Assessment Technique:	Assessment Technique 1		
Title of this Assessment Activity:	Assignment 1		
Weighting regarding this brief in %:	30% Part A – 10%; Part B – 5%; Part C – 5% & Part D – 10%		
Learning Outcomes Assessed:	3,4,5,7,10,12		

Assessment activity guidelines/instructions to learners:

You are required to carry out a number of varying assessment procedures, including the following:

Part A Role Play 10%

- You will partake in a role play, re-enacting a specific case. You will assume a particular role within this courtroom setting. You will also complete a brief interview based on the case.

Part B Court Visit and Report 5%

- You will visit a court sitting and observe the real workings of court proceedings and the cases involved. You will then write a brief summary report on one of the cases viewed on the day.

Part C Group Research and Discussion 5%

- This section involves researching the various types of court remedies and discussing each type in a group discussion setting. Each student will explain a particular type of court remedy to the group, and each remedy can then be discussed by the group in general.

Part D Research Essay 10%

- Here you will research the various types of law in practice within the Irish legal system. You will compare and contrast various components, giving examples for each type:
 - Civil/Tort & Criminal Law
 - Private & Public Law
 - Procedural & Substantive Law

Assessment Criteria:

You will be assessed under the following criteria:

Assessment Criteria:	Maximum mark:
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Relevant information appropriately presented	6
Understanding and knowledge of chosen topic clearly demonstrated	6
Legal principles appropriately applied	6
Relevant case law and its impact on role of door security personnel	6
Comprehensive evaluation of topic presented	6

Issue Date: 14th November

Submission Date: 19th December

Learner declarations	<input checked="" type="checkbox"/>
I confirm that I understand TETB's policy and procedure on assessment deadlines	
I confirm that I have been informed to keep copies of my work before I submit it for assessment	
I confirm that I understand TETB's policy and procedure around assessment malpractice	
I confirm that all work presented in this portfolio is entirely my own and sources of information have been acknowledged as appropriate	

Learner Signature:

Legal Practice and Procedures 5N1394

Marking Scheme - Assignment One

Name:

Part A Court Case Role Play	Mark Available	Student Mark/3 (Carried forward to summary)
Learner was present and in character	2	
Learner participated appropriately	2	
Role play was completed satisfactorily	2	
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Each student clearly understood their role	2	
Lines were delivered in character	2	
The tone and body language were appropriate to the role	2	
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Legal principles and terminology were applied	3	
Proper course procedures were applied	3	
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Case law used was relevant to vocational area	3	
Students remained in character throughout court appearance	3	
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Subsequent questioning:		
• The type of court being used	2	
• The personnel involved	2	
• The type of law in question	2	

30 / 3 = 10%

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Marking Scheme - Assignment One

Name:

Part C Learner Group Discussion

Mark Available

Student Mark/6

(Carried forward to summary)

Active and effective participation and body language

6

Sentencing/Compensation explained and debated

6

Injunction/Declaration explained and debated

6

Specific Performance/Judicial Review explained and debated

6

Group moved to a comprehensive evaluation of remedies available

6

30 / 6 = 5%

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Marking Scheme - Assignment One

Name:

Part D Written Assessment

Mark Available **Student Mark/3**
(Carried forward to summary)

Assignment structured appropriately	2
Introduction and aims outlined	2
Referencing and Bibliography presented	2

Tort Law simply and clearly explained	2
Tort v's Civil Law compared/contrasted	2
Examples of each given	2

Civil v's Criminal Law compared/contrasted	2
Private v's Public Law compared/contrasted	2
Procedural v's Substantive Law compared/contrasted	2

Examples of Tort/Civil/Criminal Law clearly outlined	3
Examples of Private/Public/Procedural/Substantive Law clearly outlined	3

Summary of Tort/Civil/Criminal Law clearly outlined	3
Summary of Private/Public/Procedural/Substantive Law clearly outlined	3

30 / 3 = 10%

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Marking Scheme - Assignment One

Name:

Marking Scheme Summary Page:

Assessment Criteria	Maximum Mark	Role Play	Court Visit and Report	Learner Group Discussion	Written Assessment	Learner Overall Mark
Relevant information appropriately presented	6					
Understanding and knowledge of chosen topic clearly demonstrated	6					
Legal principles appropriately applied	6					
Relevant case law and / or its vocational impact on chosen area	6					
Comprehensive evaluation of topic presented	6					

Note: *Learner Overall Mark is transferred to Module Descriptor Summary Page*