

## **How authentic assessment engages students and improves their employability**

### **Summary of workshop**

Building on the keynote speech from Pauline Kneale, Kath Mutter presented the methodology and impact of her work on authentic assessment to the group. Specific highlights included the opportunity for students to apply their theory to a practical assignment, to enhance their knowledge of globalisation by examining a company in an international context, and the chance for students to present their work to industry professionals.

Attendees were then invited to meet together in groups to consider what steps they could take to incorporate authentic assessment to their programmes. Facilitators circulated between groups to support discussion and answer questions about the approach.

### **Summary of discussion**

- Widely-held belief that most (if not all) programmes are already engaging with a form of authentic assessment.
- Methods of authentic assessment include: placements, project-work and partnership working with employers both on and off campus.
- Approaches, quality assurance and credit burden are highly variable across all five Schools.
- Students are not always prepared to work in this way, which is completely different from the methods of assessment used in schools/colleges on academic pathways.

### **Conclusions**

There is a general understanding of the importance of, and desire to increase the proportion of, authentic assessment in the learning experience. However, there is a lack of a common understanding of what is meant by 'authentic assessment' which is hampering the sharing of best practice and the development of a consistent approach.

### **Recommendations**

- That a 'community of practice' around authentic assessment be created and led by LTDU. The community should be tasked with
  - Sharing best practice from across the Schools
  - Harmonising approaches, quality assurance and credit burden across the Schools
  - Identifying a 'Cardiff Met' definition of authentic assessment and creating/identifying tools which could be used within the institution to support its development.
- That consideration be given to the support needed by students early on in their HE experience to prepare them for authentic assessment.
- That Cardiff Met should use its political connections to influence the policy framework for secondary education in Wales to introduce more authentic assessment earlier in the curriculum to ensure students are prepared for the HE environment and/or the world of work.