**A compendium of examples of authentic assessment in practice from diverse discipline**

**Sally Brown and Kay Sambell 19th March 2021**

In our paper **‘Writing better assignments in the Post-Covid19 era: approaches to good task design’,** [https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/](about:blank) published 17th August 2020 as part of the Covid Collection on our websites**, we outline our systematic approach to building more authentic assignments that align fully with learning outcomes and engage students in meaningful and productive activities.**

This handout is designed to demonstrate what we mean when we propose in that paper **Six steps** towards designing more authentic assessment by using six components: **Context, Learning outcomes, Verbs, Object, Outcomes/ Evidence of achievement, Modifiers/ developments.**

**Rationale**

* Whenever writing assignments, it’s a good idea to start with the **learning outcomes**, and if they are well written, they are likely to contain one or more powerful, driving **verbs** at their centre to direct student effort, such as ‘interpret’, ‘research and review’, ‘set up and calibrate’, ‘evaluate’ and ‘compile’;
* This is then followed by the **object** of the verb i.e. what you do which provides a focus for action, e.g. produce a digital learning pack, or provide a professional opinion in the form of a letter with appendices;
* Next indicate what **outcomes/evidence of achievement** you would need so you could be confident the outcome has been achieved;
* Preface these steps with detail around the **subject or professional context** relevant to the subject area/ discipline/ course to bring the assignment to life;
* Complete it with modifiers/developments/ range statements to guide the students.

**What follows next is a compendium of lightly fictionalised subject specific examples to illustrate how this can work in practice in a number of different disciplines. We are grateful to all the National Teaching Fellows and others who have helped us compile this collection which is likely to evolve and grow over time. If you have ideas you would like to see included in a subsequent edition of this compendium, please contact** [**s.brown@leedsbeckett.ac.uk**](about:blank) **or** [**kay.sambell@cumbria.ac.uk**](about:blank)

Sixteen examples follow in the twelve areas listed below:

1. **Counselling**
2. **Nursing**
3. **Health and Social Care**
4. **Policing**
5. **Psychology**
6. **Social work**
7. **Pharmacy**
8. **Film studies**
9. **Biosciences**
10. **Area studies**
11. **Sexual health**
12. **Civil Engineering**
13. **Counselling**

This fictional example is adapted from ideas provided by NTF Nicki Martin of London South Bank University.

**Traditional essay example (3,500 words)**

What are the benefits and limits of CBT sessions for bereaved clients? Outline what you would regard as minimum levels of support for a client with complicated grief issues, and suggest what other options are available for clients in great distress within the NHS and beyond.

**Authentic alternative assessment**

**Context**

You are recently qualified and working in an NHS setting. You are responsible for your ongoing CPD and accessing regular supervision. A client has been assigned to you for 6 sessions of CBT in the first instance. The information you have is that she lost her 25-year-old son to cancer four years previously. He was an identical twin. She has been referred by her GP because she is not sleeping. In the first session you used the term ‘complicated grief’. The client became angry and said, in what felt like a sarcastic tone, ‘there is nothing complicated about my grief, my child is dead, I have a broken heart’. She seemed disparaging and disconnected throughout the session but said she would come back next week because nobody had offered her anything else.

1. Putting yourself in the place of a newly qualified counsellor and mindful of the ethical requirement to work within your competence, **draft a short note** (up to 500 words) for your **reflective diary** considering whether you feel equipped by your training to work with this client. Give reasons for your answers.
2. **Draft a rationale for your line manager** indicating whether the six sessions of CBT you are normally allowed is likely to be an appropriate initial treatment for this client and outlining what you might hope to achieve in these six sessions. (up to 500 words).
3. **Write a note for your reflective diary** outlining what sort of counselling do you think might be most helpful for this client if money was no object, and why would you recommend this approach. (up to 500 words).
4. Your client has emailed back after the meeting, saying her grandma has offered to pay for some extra help for her. **Draft an email reply to your client** suggesting where you might signpost her for additional support, and indicating on what basis you are confident about the services you recommend. (up to 500 words).
5. **Write a note for your reflective diary** about how this situation is likely to impact on you emotionally, and how would you make use of supervision to look after yourself in this situation. (up to 500 words).
6. Thinking about your own CPD needs in relation to working with a client with this sort of presenting issue, **suggest two elements of additional training needs** you might have to support your work (give contact info/ websites, names of organisations) and indicate three texts (online or hard copy) you could read which could be helpful to you.
7. **Nursing**

This is a fictional example adapted from ideas provided by Associate Professor Dr Liz Adamson of Napier University.

**Caring for older people**

Learning outcomes for the whole module:

* Examine the relationship between the ageing population and the health care priorities within nursing practice today.
* Evaluate evidence-base for the assessment, planning and evaluation of holistic and compassionate care for older adults and their families.
* Evaluate the concept of healthy ageing and the national and international strategies for health promotion.
* Critically explore the effectiveness of nursing theories and approaches to working with older people who have complex needs.

**Traditional assignment: essay:** Examine the theoretical and legislative perspective of positive approaches to nursing care that support older people, making use of a case study to demonstrate the application of this knowledge. (2,500 words).

**Authentic alternative assignment**

**Learning outcomes**

* Analyse digital stories depicting older people’s experience of health care;
* Interpret the complex evidence associated with care of older people;
* Identify the key elements of care practice most important to older people;
* Compile a holistic and compassionate plan of care for older adults and their families.

**Context:**

You are working in acute medicine and 70-year-old woman with a diagnosis of diabetes mellites has been admitted to the ward for assessment following an episode of dizziness and a fall at home. Her blood glucose is stabilised. She has been prescribed a course of antibiotics for a urinary infection and is due for discharge home. You have been asked to create an anticipatory care plan with the patient and her daughter.

Tasks:

1. Prepare a list of references (including at least 2 journal articles or book chapters, at least 2 websites containing digital stories and at least 3 informal sources such as leaflets, posters or blogs to provide an evidence base from which you can draw information about diabetes mellites in older women).
2. Write a 200 word reflection on how you sourced this information, how you made your selection, and, choosing one item from your list from which you learned most, critically evaluate the information contained in it and say why you found that particular item so useful.
3. Draft an account in written text or diagrammatical form depicting the key elements of care practice which matter to older people, which you have identified while out on practice (this will be used in (potentially virtual) class for discussion and involve formative assessment from the tutor and peers).
4. Work with peers on the VLE to contribute collectively to a group digital mural of images and text depicting health care priorities that are likely to matter most to older people based on your research evidence and the real-life care accounts you have encountered.
5. Produce a holistic and compassionate anticipatory care plan for this patient to be provided to her on discharge from acute care, accompanied by a written or recorded rationale (300 words or 3 minutes of audio) to justify the care intervention included in your plan.
6. **Health and Social care**

**3.1. Traditional exam/ essay question:** “In designing a range of support at your local hospice, what interventions would you propose for (a) elderly end of life patients, and (b) under twenties who have contracted terminal cancer.”

**Authentic assessment example:**

**The context**

Envisage that you are working on placement in a local voluntarily supported hospice and you have been asked to introduce some enhancements for terminal and cancer patients both elderly and under-20s. Finance is normally heavily constrained but in this case the hospice is in receipt of a substantial legacy (around £20,000) from a grateful former patient who specifically indicated that she would like the money to be spent on equipment, services, goods or artefacts to make life more pleasant for residents long-term.

**Tasks**

1. **Research** what kinds of enhancement are available in hospices in your area to support the wellbeing of patients as they approach the ends of their lives.
2. **Prepare** a costed budget for three enhancements, one specifically for older patients, one for younger patients and one from which both groups would be likely to benefit, bearing in mind that any capital expenditure would need to have an amount budgeted for maintenance and upkeep for at least 5 years;
3. **Outline** what you think would be the principal benefits of the enhancements you are proposing, and any problems or pitfalls you could envisage with their purchase.
4. **Provide a rationale** for the recommendations you are making.
5. In your **reflective** diary, note what insights have you developed from undertaking this assignment that you can carry forward into your future professional life, and into your own feelings as a student on the Health and Social care course.

**3.2 Thanks to** Thomas Broderick, Munster Technological University for providing this example.

**Traditional exam/essay question**: “In designing a range of supports at your residential home for persons with a disability, what health initiatives would you propose for the service user in the following areas: physical wellness, social wellness and occupational/vocational wellness?”

**Alternative assessment**

**Context**

Envisage that you are working on placement in a local residential home with persons with disability and considering the impacts of Covid, you have been asked to introduce some new health initiatives to support residents in their overall wellness.

**Tasks:**

1. **Research** what the wellness needs of service-users are and what kinds of health initiatives are most appropriate to support their wellness at this time. Present this as a set of up to ten bullet points, with a list on one side of A4 of your references (texts, leaflets, websites etc).
2. **Prepare** a plan to implement three health initiatives, one each to support physical, social and occupational/vocational needs of the service user. (one side of A4 for each initiative).
3. **Present** in the form of a table what you think are the principal benefits of the initiatives you are proposing, and any problems or pitfalls you could envisage in implementing each of these.
4. **Provide** a rationale for the recommendations you are making written in the form of an email for your busy line manager.
5. In your reflective diary, **comment** on what you have most learned from this assignment and **note** what insights you have developed from undertaking this assignment that you can carry forward into your future working life.
6. **Policing**

This is a fictional example drafted to demonstrate the authentic assessment design methodology.

**Traditional exam question:**

Outline what kinds of preparations you would need to make prior to undertaking a forced entry on a number of private properties when investigating drug dealing, providing the legal background for such an operation on what is and is not recognised as legitimate action.

**Authentic assessment example:**

**Scenario**

Extract from the Newcastle Chronicle, October 2020

**SUSPECTED drugs' barons have been arrested in a series of dawn raids across Tyneside.**

Police today smashed their way into nine properties across Newcastle and North Tyneside in an operation aimed at disrupting the deadly dealers that blight our communities. Nine people were arrested during the simultaneous early morning strikes, and a tenth was taken in for questioning this afternoon. They are all suspected of being involved in the large-scale supply of illegal drugs. Arrests took place at Wilton Avenue, Morton Street and Burwood Road in Walker, Cleadon Street in Byker, and Langdale Close and Bishoprock Drive in Longbenton. Searches are today also taking place at properties on Allendale Road in Byker, Elizabeth Drive in Forest Hall and Maybury Villas in Longbenton.

Envisage that you are the officer in charge of leading the raid in Forest Hall, a leafy residential suburban area. Knowing the context, the plan is to attend with armed police and to remove the front door of the house you are raiding with chain saws at 6 a.m.

**Task:**

* Draft an outline plan of action for the raid, indicating how many officers and vehicles you will need to have attending, what precautions you would have to prevent escape and what contingency plans you would put in place to ensure this is a successful operation.
* One of your staff has recently joined your team and is fairly inexperienced. Draft a short note (no more than 2 sides of A4) for her summarising the relevant laws that need to be taken into account to ensure that the action taken is both lawful and as safe for all stakeholders as possible. Provide the list of legal frameworks as an appendix.
* Make a list of the key equipment you will need to ensure what you are likely to need is available for the action.
* Write a brief note for your reflective diary about what you have learned from preparing for this assignment. For you to take forward into your future career.

1. **Psychology**

This is a fictional example adapted from ideas provided by NTF Julie Hulme.

Traditional exam question for first year psychology students:

“Discuss the ways in which inter-group conflict can arise and be reduced within a community using social psychological theories."

**Authentic assessment Case study:**

**Context**

“You are working with a local housing association, and your job is to try to create a sense of community in a small new social housing development in Stoke-on-Trent. The community is home to diverse people, including single people, families, young and old, from lots of different ethnic backgrounds and cultures. In general, everyone has started to settle in well, but you have noticed that there are some tensions arising between the younger residents (mostly care leavers aged 16 to 25) and the older residents (retired people who are mostly over the age of 60). Some younger residents complain that the older residents are nosey, always wanting to know what they're doing, while some older residents complain that the younger residents are always rushing about and can be noisy”.

Tasks

* Use your understanding of social psychological theories studied in this module to write a short account to explain why this problem might have arisen (500 words).
* Propose one way in which you could help to resolve the conflict and help to restore community relations (500 words).
* These two elements should be presented in the form of a report that will be useful for other staff at the housing association.
* Provide an annotated reference list, which shows the main sources you used to find the information, and gives a concise summary of the key message from one paper or book chapter that was important to writing your report (full reference list in APA format plus up to 500 words description for your main sources).
* Write a short personal reflection (300-500 words) in which you outline what you have learned about resolving intergroup conflict, and how this might influence your current and future practice.

1. **Social Work**

This is a fictional example created to illustrate the authentic assessment design process. Thanks to jill Davey of Edinburgh Napier University for her advice in creating this example.

**Traditional exam/ essay question:** “What resources and support can kinship carers expect from the state and other sources, and how can they go about accessing them?”

**Authentic assessment example:**

**Context**

As a social worker you are trying to make arrangements for 12-year-old Kari whose mum, a single parent, has been arrested for a drug-related offence. She has spent the night with her Nana, Pauline, who is not well suited with the arrangement but thinks looking after Kari is the best of some not-very-good alternatives. Kari’s mum has never told anyone, not even Pauline, who Kari’s father is. Kari is in rather a bad way, having witnessed her mum’s arrest in the middle of the night and having been removed by the police from her home to go to Pauline’s. It’s your job to sort out arrangements.

**Tasks**

1. **Research** what support is available to Kari and Pauline in relation to kinship care legislation, policy and practice. Provide a bibliography of your sources and say which of these you found most useful.
2. **Prepare** a 2-page guide for Pauline summarising this information in a very accessible way that is easily understandable and doesn’t over-promise.
3. **Prepare** your notes for a face-to-face conversation with Kari with your thoughts about not only what help she can be offered but also how you will manage the situation.
4. In your **reflective** diary, note what new practical insights have you developed from undertaking this assignment that you can carry forward into your future professional life, and into your own feelings as a trainee social worker.
5. **Pharmacy**

These are fictional examples adapted from ideas provided by NTF Lezley-Anne Hanna at Queen’s University Belfast.

**7.1 Exam/essay question**

What advice on health risks, advance precautions and other matters would you provide for a 19-year-old patient travelling on holiday to the Solomon Islands?

**Authentic assessment alternative**

**Introduction**

Mika Ling (aged 17 years) is hoping to go to the Solomon Islands for a 14-day holiday on 24th November 2022. He is flying there (2 connecting flights from UK) and staying in a lovely 4\* hotel. He asks for your advice about travel health risks including malaria and also wants to know whether he should get any vaccinations in advance of travelling. He has no past or current medical conditions and no known allergies. He currently takes loratadine because he thinks he is allergic to his new cat.

**Task**

* Review the information about health risks for the Solomon Islands from the Travel Health Pro website.
* Provide for Mika written information in the form of no more than 2-sides of A4 paper in language suitable for a layperson about whether malaria prophylaxis and vaccinations are required.
* Include specific details about the chemoprophylaxis regimen(s) and the vaccinations which are needed (given Mika’s medical history and length of holiday).
* Review for Mika information about malaria chemoprophylaxis from the BNF and electronic Medicines Compendium (eMC) to determine their suitability for him.
* Advise him whether there are other health risks associated with the Solomon Islandsthat Mika should be aware of, and note down two examples of effective bite-avoidance measures.
* Submit as a separate sheet a full list of the websites and text-based references you have used.

**7.2 Exam/essay question**

What factors do you need to take into account when setting up domiciliary oxygen in a patient’s home to ensure it is correctly set up and usable?

**Authentic assessment alternative**

**Introduction**

You provide domiciliary oxygen as part of your community pharmacy services provision but lately have noticed that very few members of the pharmacy team and locums are prepared to get involved. After holding a team briefing about the issue, you establish that they lack confidence setting up the oxygen cylinder in the patient’s home and are worried about the serious consequences of incorrect set up of this gas.

**Task**

* Prepare a step-by-step handy guide for the pharmacy team outlining the key steps to set up (of the cylinder and head-set) to enable everyone to have a standardized and safe approach in the form of a hard-copy booklet.
* Using the same information, produce an illustrated PowerPoint presentation (no more than 20 slides, the last of which should be your refences and sources in an appropriate format) that you would use to run a 30-minute training event with your colleagues.
* Produce a mock-up of an A4 card to be handed to patients after set up, of ten top tips for using the oxygen equipment safely.

**7.3 Exam/essay question**

Outline the benefits and disadvantages of St John’s Wort as an over-the-counter remedy.

**Authentic assessment alternative**

**Introduction**

A 25-year-old woman comes into the pharmacy to potentially buy St John’s Wort. On questioning, you establish she feels down, has no real interest in things, is finding it difficult to concentrate, and lacks energy. Furthermore, she takes a combined oral contraceptive (Lucette®) and uses topical benzoyl peroxide for mild acne.

**Task**

* Evaluate the information provided in this scenario.
* Investigate available evidence relating to St John’s Wort and provide a short technical summary. Cite your web and text-based sources.
* Determine and note whether potential interactions exist with concomitant use of St John’s wort alongside her medication (and the likely outcome).
* Prepare your advice in the form of bullet points in accessible language to which you can refer in your conversation.
* Make a written consultation record about any potential interactions and include other appropriate information that you would provide about purchasing St John’s Wort to treat her symptoms.
* Provide two additional non-pharmacological suggestions that may be helpful to her.

1. **Film studies**

**8.1 Create your own film festival.**

This is a fictional example adapted from ideas provided by NTF Eylem Atakav and Dr Rayna Denison UEA for a first assignment on a ‘Beyond National Cinema’ module on the MA Film Studies Degree.

**Context**

In this post-pandemic era, your task is to create your own virtual film festival using a wide range of international films. After three weeks working together, you will be asked in your group to present your work to all five fellow groups from your cohort on the BA Film and TV production.

**Learning outcomes**

By the end of this module you will be able to demonstrate you can, as a team:

* Select, sift and synthesise a wide range of materials relevant to the study of cinema in intra- and supra-national categories;
* Create nuanced arguments about the place of cinemas within political, gendered, economic and industrial contexts;
* Generate analysis about the status of film as it moves within and between specific cultural contexts.

**Tasks showing verbs and *their objects***

1. Investigate the *global ramifications of* *categorising films*, with particular focus on the political ideological strategies and systems that often underpin these decisions;
2. Develop a *broad and original vision of film’s distribution and consumption* within a set of global markets;
3. Draw on a *wide range of case studies from around the world* to introduce students to comparative historical examples of film production, and the different categories of films that have emerged out of them;
4. Select and present *the films you will show in your film festival*.

**Indicative evidence of achievement showing *modifiers/developments***

Building on your proposal slides, this ***30-min*** presentation should represent the near-completed version of your hypothetical film festival. The ***presentation duties should be equally divided, with everyone doing the same amount of speaking***. The presentation should include at least:

* A Title slide outlining your chosen group theme and group members’ names;
* A justification of your rationale in making these choices presented ***in the form of a pitch for the festival*;** (group mark, 30 marks).
* A slide outlining the aims and objectives of your festival, ***emphasising its unique features*;** (group mark, 20 marks).
* A PowerPoint slide ***outlining and commenting on each individual film under consideration*** (two for each student in your group), including evidence of your ***academic scholarship*** to support the film’s inclusion in the festival; (individual mark for each student, 30 marks per person).
* A full list of films used in the project showing the ***academic references you have used in Harvard.***

**8.2 Adapted from ideas supplied by NTF Pratap Rughani, University of the Arts, London**

*Essay question to be replaced:*

Examine how activist and campaigning film and video has found public space on the internet. Has it changed the way in which we experience the politics of documentary? Illustrate with TWO or THREE examples.

*More interesting authentic assignment*

Course: Documentary film making Masters

Context: an early task on the Masters programme aimed to foster appropriate learning strategies for a very mixed cohort of students.

Task: prepare a dossier demonstrating the outcomes of your research into contemporary activist and campaigning film from your research on the internet

1. Identify and watch two examples of campaigning film and video online [from different political perspectives].
2. Explain what search methods you used and how you selected these particular two from the many out there (100 words).
3. Evaluate the effectiveness of each as campaigning/ activist films, demonstrating that you can separate your own judgments form your personal opinions.
4. Summarise this evaluation in the form of a 300-word blog post as if for the International Documentary Association blogsite at [https://www.documentary.org/blog](about:blank).
5. Research the style, tone and format of the BFI Sight and Sound professional journal.
6. Write a 600-word review as if for submission to this journal.
7. Write a short reflection on how your own personal learning has developed from undertaking this assignment. (200 words).
8. **Biosciences**

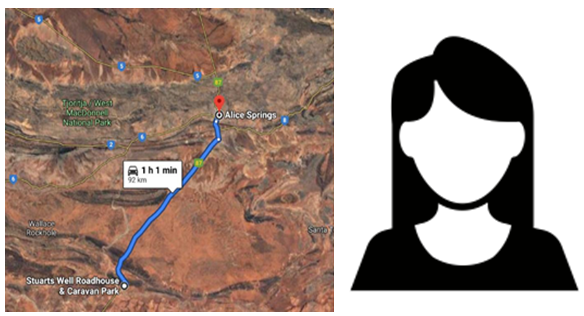
This is a fictional example adapted from ideas provided by NTF David Smith and Nikki Jordan-Mahy at Sheffield Hallam University.

**Traditional exam question:**

Outline the principal physiological changes that a subject deprived of water in a hot climate would experience, describing the effect of dehydration on the body, and how the homeostatic mechanisms of the body would try to retain water and regulate body temperature in a hot climate.

**Authentic assessment example:**

**Context**



52-year-old Amanda Barnes\* went missing for 2 weeks in the Australian Outback near Alice Springs. She and her friends 46-year-old Dana Bainbridge and 40-year-old Jen Wah were on an afternoon four-wheel drive across the outback headed toward Stuarts Well, south of Alice Springs. During the drive, their car got bogged down in mud and could not move. Amanda stayed with the car whilst the others walked to try and get some help. Left alone with the car in the isolated outback, Amanda dug a hole underneath the car to provide shelter during the scorching daytime temperature of 40˚C, and slept in the vehicle at night when the temperature dropped to 25˚C.

Amanda had limited food and drink. Initially, she drank 2 litres of bottled water left in the car, but when she ran out, she drank dirty water collected from puddles, which she purified by boiling and filtering it through a T-shirt. The only food she had was two packs of biscuits and some dry noodles. After 10 days when supplies had ran out, Amanda left the car and set out to find shelter and water, leaving a note in the vehicle. After wandering for several days in the outback she eventually stumbled across a cattle drinking hole, where she was later found by police and airlifted to hospital suffering the effects of dehydration, heat exhaustion and starvation. Her two friends still have not been found. (\*all names are fictionalised, although this has been based on a real case).

**Task:**

* Prepare a literature review including a list of at least 3 websites, two journal articles and 1 other data source you would use to inform yourself about this kind of context.
* Provide a short commentary (200 words) in which you explain how you accessed and prioritised the reference sources to which you have referred.
* Evaluate the information that has been provided in this scenario in the form of a note for your files, explaining the physiological changes that Amanda would have experienced during her ordeal, the effect of dehydration on the body, and how the homeostatic mechanisms of the body would try to retain water and the regulation of body temperature in a hot climate such as that found in the outback, and what happens in heat exhaustion (up to 1500 words).
* Using what you have learned in this exercise, draft an advice leaflet for travellers setting out on such a journey, containing advice on staying safe and what they should ensure they have in the way of equipment and supplies before setting off.

1. **Area studies:**

This is a fictional example adapted from ideas provided by NTF John Bostock at Edge Hill University.

**Traditional exam question:**

Read carefully the following 1000-word extract from a Japanese newspaper about the Bullet Train and reduce it to a third of its original length ensuring you identify its key points. (You have 30 minutes in exam conditions).

**Authentic assessment assignment**

**Context**

As a keen enthusiast of Japanese trains and as curator of cultural information, you have taken an interest in the Bullet Train.

* Research the history and impact on Japanese society of the Bullet Train, and provide a reference list of the virtual and published resources you have consulted to inform your thinking (up to two sides of A4).
* Produce a digital Learning Pack for use by the public which contains a selection of visually attractive attributed or copyright free photos (including perhaps your own) with key information pages, including, for example, suggestions for further reading, articles from the press and media and other relevant resources together with notes which clearly and concisely outline your view of the impact within and beyond Japan of the Bullet Train, with comments on its popularity and what it tells you about Japanese society.
* Write a supporting reflective blog about your choice of the source materials and the conclusions you have drawn.

1. **Sexual Health**

**Examples**

These are fictional examples adapted from ideas provided by NTF Prof David Evans (OBE), University of Greenwich, to align with the following learning outcomes:

On successful completion of this module, a student will be able to:

1. Critically develop their academic presentation skills, enabling them to share their learning with others.
2. Be creative in disseminating elements of their research or studies, as an act of performance, to an audience of professional / academic peers.
3. Innovate, through creatively utilising a range of media, to disseminate their work for wider audience consideration.
4. Extend boundaries of learning, knowledge or practice – challenging perceived wisdom and examining new ways of thinking and conceptualising.

**Traditional Essay question**

“Outline the role of the School Nurse in helping to reduce unplanned conceptions in a school with high levels of deprivation and poor sex education.”

**Authentic assessment alternative**

**Introduction**

You are working in a large multicultural Academy school as a School Nurse, and one of your school’s particular targets is to reduce the number of young women who interrupt their education because of pregnancy. Prepare a range of resources to support your work which should comprise:

1. A broad-based literature search to underpin your resource production, which should include not just books and journal articles but also less-formal sources including websites, leaflets, posters, You Tube videos and other items on which you can draw for creating your own packs. You could among other systems use Research gate, Scopus, Google Scholar; Research Professional and other relevant academic domains in your research, and you should note which of these you found most useful (submit your of resources and up to 300 words of comment on how you located and prioritised them).
2. A review of the five most useful items you have included in your literature review, and at least one item you regard as less than useful, providing a rationale for your choices (up to 300 words).
3. A PowerPoint or Prezi presentation to support a 30 minute in-school workshop you could run with children at one chosen level within the school (Year 7, 8, 9, 10 or 11). If using PowerPoint, you should not prepare more than 15 slides in total and you should follow the guidelines provided at link (*local link not provided in this example*) on accessible resource production.
4. A note of how you might modify this presentation for a different age group (up to 300 words).
5. A set of ‘dos and don’ts’ (no more than 10 of each) or up to 20 tips for a junior colleague on what needs to be considered in such a presentation.
6. Write a short reflective commentary on how your research has underpinned this assignment and the work associated with the production of these resources has illuminated your own professional practice. (up to 300 words).
7. **Civil Engineering**

This is a fictionalised example based on ideas contributed by Associate Professor (Engineering Education) and Director, Center for Engineering Education Innovation (E2I), Hong Kong University of Science and Technology, Ben Y. B. Chan.

**Typical traditional Exam/essay question**

Identify five serious contingencies that could occur on site over a period of construction, and identify the main actions that would need to be taken in response to these incidents which would need to be undertaken by the Civil Engineer to prevent and mitigate disaster.

**Authentic assessment alternative**

A scenario is provided establishing the context for the assignment, and over the course of a 24-hour period, students are required to respond in real time to emails received from the tutor which require prompt and informed decision making.

**Introduction**

As final year degree students at HKUST as your capstone assignment integrating learning from different elements of your programme, you will be asked to work in a team to set up a simulated consultancy company, advising the management of a substantial building project in Hong Kong on construction management issues. During the course of the activity, you will be asked to respond to a changing context with timely and accurate advice, based on what you have learned here at HKUST, to demonstrate your capabilities to cope with crisis situations requiring immediate action.

**Tasks:**

1. To be submitted two days before the assignment day: “As a team, *review* likely problematic occurrences that could occur on the building site we have been studying this year and *produce* **a short summary of risks, together with feasible mitigations.** This should include reference to appropriate sourcesincluding at least two journal articles**”.**
2. Email 1 from tutor: “In response to weather reports forecasting that a typhoon will be experienced in the locality within the next 24 hours, *draw up* an immediate **plan of action** for precautions to be taken to secure the site and minimise damage to works and personnel. These should be submitted two hours from receipt of this email.”
3. Email 2: “Police have advised that storm damage has resulted in land slippage as shown on the enclosed diagrams: in your team you are required to *develop and submit* within the hour **a costed plan to alleviate the damage immediately**”.
4. Within 10 hours, *submit* an **incident report** outlining causes for the landslip plus and *make recommendations* for avoidance of any similar events on this or other sites in the future.