**Handout: A table of alternative assessment outputs*****For the QQI conference Monday 30 January 2023***

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| **Alternative output** | **Example** | **What could this be useful for?** | **How could I use/adapt this to use in my context/ discipline? Is it better than what I am already doing? Is it more authentic/relevant?** |
| Press release | Based on your recent research, write a 700-word press release for [a specified news media] in which you summarise the most exciting/ noteworthy aspects of your work. Start with an attention grabbing headline, and then put all the important information in the first section and be sure to include all the important details, including your contact information | Giving students practice in prioritising key information and writing concisely.  Asking them to consider what might be required in writing in a different genre for a specific audience. |  |
| Individual or group video or audio presentation shown in class or submitted virtually | Prepare and record a five-minute input segment for the BBC Radio 4 programme Open Book in which you discuss two recently published novels by a 21st Century author published in translation | Engaging students by asking them to present their recent learning for a specific audience concisely. The time limit encourages them to be concise while making peer or tutor reviewing or marking of the assignments manageable.  Developing their presentation skills which are regarded as key graduate outcomes |  |
| Reflective commentary | Write a brief note for your reflective diary about what you have learned from preparing for this assignment and what skills you might need to develop to take forward into your future life. | Getting students to consider process as well as outputs.  Building their abilities to self-review progress and capabilities |  |
| Handbook for equipment | Prepare a step-by-step handy guide for a junior colleague in the pharmacy team outlining the key steps to set up of domiciliary oxygen (of the cylinder and headset) to enable everyone to have a standardized and safe approach in the form of a hard-copy booklet. | Explaining a complex process to a junior colleague: this can be a really valuable way of testing deep understanding of why it is used and how equipment works |  |
| PowerPoint /Prezi presentation | Produce an illustrated 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. | Making effective presentations: in many careers/ disciplines/ social contexts the ability to make an informed case is required. |  |
| Individual or group poster, often A1 or can be as a PowerPoint slide, can be group or individual | Produce a poster for the window display for one of the 21st century novels you have been studying,(presented as a PowerPoint slide) in which you provide an overview of the text and at least three positive quotes from critics about the text to raise reader interest. Your poster should include at least one image. | Communicating in visual and textual forms and using digital means. This is often prescribed within the learning outcomes for many programmes |  |
| Leaflet or guidance document | Preparea 2-page guide for a kinship carer summarising information based on your pre-readings about rights and responsibilities in a very accessible way to clients that is easily understandable and doesn’t over-promise. | Explaining complex information straightforwardly: helping students look at regulatory frameworks from layperson’s point of view is a valuable skill because if you can explain it clearly to others you are likely to understand it well yourself |  |
| Photo essay, story board, Infographic, spider diagram, sketch note | 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 | Producing visual outputs: this requires students to demonstrate a wider range of skills than text-based approaches can. These can be used across many disciplines. Diverse students can often find this an inclusive approach. |  |
| Digital learning pack | 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 of this project | Undertaking life-relevant information retrieval, management and presentation skills, enabling them to support an evidence-based case. |  |
| Summary of evidence including text and visuals | Produce a crime scene report using information and data accessed during the simulation | Prioritising and presenting complex data in a systematic and concise way while maintaining accuracy and comprehensibility |  |
| Calculations involving live data | Using manufacturers’ information and blood test data, calculate the correct dosage of Blood pressure drug required to treat a 70-year-old woman with raised BP readings | Demonstrating the consistent performance of reliable and accurate calculations as required on professional programmes e.g. M Pharm. | . |
| Individual or group role play e.g. interacting with simulated patient, legal client etc | Take a history from the patient/ client that accurately represents the condition/ experiences that have caused them to seek your advice | Demonstrating good interpersonal and interactive capabilities. Simulations and role play can be excellent precursors to live interactions, especially where there are opportunities to unpack and discuss these interpersonal events. |  |
| Portfolio of evidence from practice | Produce a portfolio including teaching materials, class observation notes, resources, mentor lesson plans and your reflections on practice. Each item should be concisely presented, numbered and indexed. Provide an overview table/matrix which shows where an item relates to the relevant module learning outcomes. Write a synopsis of no more than 1,000 words which guides the reader through the evidence provided to enable sampling | Systematically presenting a wide range of evidence from personal practice. Portfolios have traditionally been considered an invaluable way to access off-campus/ individual practice learning but the sheer volume of evidence to review can be daunting unless it is provided in a manageable format. It really helps if you can show students examples of the kinds of output previous students have completed |  |
| Screenshot or hard copy of annotated bibliography | Provide an annotated reference list, (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 blog) 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 you in writing your report (full reference list in APA format plus up to 500 words description for your main sources). | Developing confidence in finding, recording and managing information. This can be daunting for disadvantaged students with no experience of this kind of task or those who have been extensively supported prior to entry.  Asking students to prepare a limited list of specified resources. Doing this prior to writing an essay or more extended text can help to build this capability rather than asking them to do it for the first time (often badly) and then risking them failing the first assignment |  |
| Article for student newspaper | Write an article of 700 words for the student newspaper for a wide readership indicating the precautions students living together in shared flats should take in the relation to keeping safe from contamination in the bathroom. | Getting students to write concisely for a specific audience  Simplifying complex information for a lay person |  |
| Analysis of live data | Using the data, you have obtained from the three patients whose cases you have reviewed over the morning, calculate accurately the doses of each medication you would prescribe, taking into account any contraindications for each patient and the potential for any drug to interact negatively with any other | Requiring students to make calculations of prescriptions with a high level of accuracy.  Demonstrating a good understanding of the properties of the drugs being prescribed |  |
| Grant application, bid for funding | You represent a community grass-roots organisation that wants to bid for funding for a composting toilet for their community garden and allotment. Download the call for funding bids from the local authority website and draft a fully-funded application that clearly answers all the questions to enable them to be successful in their bid, ensuring every section is completed accurately and is truly representative of the wishes of the organisation | Demonstrating the ability to make a comprehensive and convincing case against set criteria to maximise chances of success |  |
| Summary of bullet points of key advice to clients | Having drawn up the draft documentation for your two elderly clients giving Power of Attorney over financial and personal matters, draw up an A4 bullet point summary of the important aspects of what powers they are giving to executors, in a format they will readily understand. | Simplifying complex information for a layperson without losing any important details |  |
| Email to line/ manager client giving advice | 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). | Giving students practice as making a case for a particular course of action  Writing concisely in an appropriate register |  |
| Blogpost | Summarise your evaluation of three documentary films 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). | Researching what is required by relevant professional body websites, (which may indeed be published by them)  Writing concisely for a particular context in a non-academic format |  |
| Preparation for a job interview | You have been invited to an interview for a lead practitioner role in an Early Years setting. As part of the interview, you are required to deliver a presentation to the interview panel on your own ideas for a new approach/ curriculum to be considered for use in the early years. Your new approach/ curriculum should be informed by research into the needs of young children to best support their learning and development. | Presenting own perspectives (where there is no right or wrong answer)  Using appropriate literature in the field  Practising life relevant skills |  |
| Data analysis activity | Analyse the accompanying dataset to determine the nature of the data and identify the optimal method of assessing the stability of the data from this process. Then offer an interpretation of the stability using the method you have identified in Summarise your findings, paying particular attention to recommending corrective action should this be required. | Using data as a basis for decision making.  Presenting and interpreting information appropriately. |  |