

**2017-18**

Inherited work-based learning course with **University-focused**, written, report-based assessment plus reflective statement

**2020-21**

Expanded to two courses and **introduced portfolio** comprising: agreement/contract negotiation and writing; oral presentation on organisational profile; professional development documentation and peer appraisal; outputs (written or creative); reflective writing on value added to workplace

**2021-22**

**Involved students in assessing each other in groups** – organisational profile and peer appraisal – with feedback for the former informing staff grading (like 360 type processes in workplaces)

**2021-22**

Actively involving students in assessment (written feedback and using rubrics) to assess performances re course intended learning outcomes = **students more engaged in processes (thrive) and less focused on outcomes (survive)**

**2022-23**

Retaining assessments for this academic year, **but creating formative structured workbooks to include components above and a summative Interactive Oral Assessment (viva) for the future**, based on literature and our experience of results in work-based learning courses, plus employer discussions

**2018-19**

Developed a **new assessment approach**, in conjunction with students and employers, re industry requirements and career development, including skills audit, SMART goals and peer appraisal in place of reflective statement

**2020-21**

Student, employer and staff **feedback positive**, but scaling up from ~20 students per course to 100+ on one = assessment and feedback challenges ahead for staff in 2021-22

**2021-22**

**Student input into feedback/grading used to assess work-based learning** emphasised collaborative teamwork and communication, and furnished students with responsibility for honest peer review, but did not alleviate staff resource challenges

**2022-23**

Repeating the process of peer assessment to **further explore value and relevance** with a second cohort of students

**2023-24**

Next steps: **Collaboration** with Charles Sturt University (Australia) re Interactive Oral Assessment (with workbook) via **formal pedagogical study**