

Title	Changing the approach to examinations	
Name	Sue McPherson	Breakdown of associated recorded interview
Course/Module/other	Victorian Literature module	
Level/s	Level 6	
Student Numbers	110 - 115	
Briefly describe the inclusive change you introduced?  (This can be at any time in the past)	The module first ran in 2009. I revalidated it before it ran to introduce a mid-semester take home examination paper (seven days, mid-Semester): 50% of the module grade.	00:14 - 00:38
What prompted you to make this change?	Originally, it had been validated to assess students via a closed, two hour examination. This could not be fully inclusive. While the examination needs to be completed within seven days, it does not take the full time to complete if students have engaged with the module. This means that all students have a flexible approach to the assessment in terms of time management. It also means we don't need to grant extensions for students (including for those with learning contracts). Everyone is treated equitably and no students are given differential tasks or time frames. Students are still able to submit Extenuating Circumstances.	00:39 - 3:17
What impact did it have?  (particularly for the student experience)	Attendance for the module is extremely high. The seminars are very lively and students are committed. There is no need for the module leader, teaching staff or support staff to arrange different assessment points. Students are able to	3:18 - 4:12

	access the exam via Blackboard and via paper copies, which enables students to have some flexibility.	
What student feedback have you had?	<p>For two years student satisfaction rates have been extremely high, with 98% rating the assessment as very good or excellent. The module was mentioned by students in the NSS as an excellent module. Comments in the module evaluation survey include:</p> <ul style="list-style-type: none"> <li>• Brilliant for students with learning contracts</li> <li>• Really interesting assessment</li> <li>• I liked that it was a take home exam</li> <li>• Seminars were well-attended, leading to brilliant discussions</li> <li>• Excellent, helpful feedback that was quick</li> <li>• Fantastic guidance and support throughout</li> </ul>	4:13 - 5:11
What additional resources did this change require, if any?	The main issue is around seminar sizes. The marking for this examination takes longer than a closed examination and to ensure feedback is given to students within three weeks, seminar sizes need to be kept to less than the average of 22-3. So far, this has been the case. Other support resources were developed for Blackboard in 2009.	5:12 - 6:11
What resources do you think you have saved in the longer term?	<ul style="list-style-type: none"> <li>• Examination room space</li> <li>• Administration of a closed examination</li> <li>• Negotiation of deadlines for extensions (time)</li> </ul> <p>I strongly believe that slightly smaller seminar groups save money in the long-run.</p>	6:12 - 11:02
Do you intend to keep or modify	We'll keep it as long as seminar sizes are kept a	Answered within the

this change in the future?	little below average.	previous responses
Has this experience made you more or less likely to introduce further changes?	More likely – and it has led to the development of more inclusive assessment on another of my modules.	Answered within the previous responses