

This action research study showcases the innovative assessment of international trainee teachers. Fundamentally underpinned by the principles of student-centred learning, assessment processes have been transformed, venturing beyond the confines of the Teachers' Standards and giving credence to intangible yet invaluable skills essential for thriving in a global, technology-infused 21st century society. Within a co-constructed dialogic space, trainees articulate progress and achievements through authentic reflection and reflexive thinking. This paradigm shift challenges conventional constructs and boundaries of assessment practices in Higher Education and champions the power and potential of a holistic pedagogical approach to assessment, ensuring lasting and sustainable impact.

D3.4.6b, 15:20 - 16:20, Room: Lecture Theatre 4

Oral Presentation

[Engaging students in their own learning: The power of student choice in assessment](#)

Elizabeth Nelson, Marie Clifford and Darryl Morgan, University of South Wales

Engaging Students in Their Own Learning: The Power of Student Choice in Assessments By offering Student Choice within the assessment tariff we can encourage active, collaborative and interdisciplinary learning whilst developing learner autonomy. Student Choice assessment can be designed for inclusivity, challenge-based learning and instigate a positive impact and transformation on society. This assessment type also has the capacity to reduce differential outcomes and foster a stronger sense of inclusion for students from ethnic minorities. Briefs can be co-designed with all stakeholders, offering increased external collaboration on a professional level.

D3.4.6c, 15:20 - 16:20, Room: Lecture Theatre 4

Oral Presentation

[Futureproofing assessment: Rethinking assessment in higher education for the next generations](#)

Dr Christine O'Leary, Sheffield Hallam University, Professor Carol Evans, Cardiff University, Professor Jan Bamford, Elena Moschini, London Metropolitan University and Professor Simon Riley, University of Edinburgh

The Covid 19 pandemic is leading many institutions to change the way they approach Learning, Teaching and Assessment (PoKhrel and Chhetri, 2021), with opportunities to explore the affordances of digital technology in creating agentic environments and inclusive assessment. The recent emergence of generative artificial intelligence (GAI) presents both challenges and opportunities. Rethinking assessment in Higher Education to ensure they are future-proof is becoming imperative INRAP (Interdisciplinary Network for Research-Informed Assessment Practices) has been exploring key assessment issues. In this workshop, we will invite participants to co-create solutions and investigate scenarios and options to futureproof assessment in HE.

D3.4.7a, 15:20 - 16:20, Room: Lecture Theatre 5

Oral Presentation

[Sport, higher education and Manchester: A city united](#)

Dr John Daniels, Manchester Metropolitan University

Sport and Exercise Sciences at Manchester Metropolitan University were recently relocated to its 'sports city'. The university's education strategy aspired to welcome students to '...a transformational active learning community'. This presentation outlines an innovative educational framework and a pioneering collaboration with Manchester City and later, Manchester United, to help students mobilise into schools and communities. These novel programmes now boast the highest scores for graduate outcomes in the university and demonstrate that sport's benefits are rarely about sport at all and that reaching out across faculties and working with your competitors is key to the delivery of sustainable education.

D3.4.7b, 15:20 - 16:20, Room: Lecture Theatre 5

Oral Presentation

[Coaching students for tomorrow's careers through today's practitioner-partnerships](#)

Sonja Johnston, Southern Alberta Institute of Technology

With the rapidly changing environment that post-secondary institutions are operating in, and the competencies required by graduates in the workplace, the focus on experiential learning through diverse teams engaging real-world complex problems becomes ever more relevant. In this