

Authentic assessment exemplars

The examples below have been provided by colleagues across different faculties at the University of Greenwich.

The examples have been anonymised and slightly generalised so that they can be applicable to a variety of disciplines. They have been divided into 5 main groups/types:

- Assessments based on the use of case-studies
- Assessment based on extensive project work (group work comprising different tasks and skill development)
- Assessment based on simulation of professional practice
- Assessment based on audience-oriented academic practice (e.g. conference presentations, publications etc.)
- Assessment developed around students' contexts, backgrounds and experiences

Type	Example	Notes	Possible use(s) of generative AI
Case-study based assessment	<p>Students are asked to analyse three scenarios from a particular field/subject area and carry out tasks related to the information and context of the scenarios. Examples include:</p> <ol style="list-style-type: none">1. Students use real-data to assess risks and returns of a particular business model.2. Students model major economics events by using a given set of theories and tools	<p>This can be either a group or individual assignment.</p> <p>The assessment can be extended by asking students to present their findings in a viva or Q&A task.</p>	<p>AI could be used to support data analysis and outlining some initial ideas, but this will need to be balanced by prompting students via formative feedback as they work on the assignment and the viva</p>
Case-study based assessment	<p>Students research a given scenario that fits subject specific</p>	<p>This is a group assignment.</p>	<p>AI could be used to develop some initial</p>

	<p>parameters and enact it via a role-play/dramatisation. The brief will include additional tasks such as:</p> <ol style="list-style-type: none"> 1. Writing an essay in which students discuss the key theoretical frameworks used to work with the scenario 2. Writing a reflective piece (or log) to articulate their experience of working with the scenario and connecting theory and practice 	<p>Class time should be allocated to check their progression and provide feedback.</p>	<p>ideas on the roleplay and to support the development of academic writing, but this will need to be counterbalanced by engaging students through feedback sessions and checking progression.</p>
Case-study based assessment	<p>Students are asked to produce an evidence-based portfolio by collecting and analysing evidence on a particular topic and assessing evidence against a given professional framework. Follow up tasks can include the following:</p> <ol style="list-style-type: none"> 1. Writing a set of recommendations for a particular audience in a given format (e.g. poster) 2. A log where students reflect on the approach they took to collect and analyse evidence and how this work reflects professional standards. 	<p>This can be both an individual or group assignment. Class time should be allocated to check their progression and provide feedback.</p>	<p>AI could be used to support students gathering documents and producing drafts, but students need to complete the assessment exercise against the relevant/given framework. The work will be underpinned by students revising and linking back to previous portfolio submissions and will need to engage with formative feedback.</p>

Project based	<p>Students research a topic in the relevant discipline/area and use it as the foundation for a workshop/video guide for a particular audience. In addition, students may also:</p> <ol style="list-style-type: none"> 1. Produce documentation to support the plan of the workshop, detailing the approach they took, the objectives etc. 2. Write individually a reflective essay on the experience focussing on their role 	<p>This is a group assignment. Class time should be allocated to check their progression and provide feedback</p>	<p>AI could be used to support students' writing skills and generate some initial ideas for the workshop. This will be counterbalanced by class discussions where feedback is provided on progression.</p>
Project based	<p>Students are asked to analyse different sets of documents/policies and videos and extract key information they need in order to complete a task (e.g. recruit for a particular role). The outcome of their work will be presented orally and/or video recorded. Possible tasks include:</p> <ol style="list-style-type: none"> 1. Produce sustainability guidelines for a company/given context 2. Set up an inclusivity framework for a company/given context 3. Outline an action plan to respond to challenges they identified... 	<p>This is a group assignment. Class time should be allocated to check their progression and provide feedback</p>	<p>AI could be used to support students' writing skills and generate some initial ideas. This will be counterbalanced by class discussions where feedback is provided on progression. Also the presentation component will need to be followed up by a Q&A activity.</p>

Project based	<p>Students are asked to carry out calculations leading to outputs that provide inputs in the calculation of other students.</p> <p>This could be followed up by students providing peer-feedback to their peers about their contribution to the process.</p>	This is a group assignment for math students or students need to perform complex calculations.	AI may be used to complete the calculations, so the process needs to be carefully planned to ensure integrity. Part of the assignment can be carried out in class time to facilitate discussion and opportunities for peer-learning.
Simulation of professional practice	Students are asked to analyse and produce a report based on a given dataset simulating a professional task they may encounter in real life (e.g. accounting)	This is an individual assignment. Students will be given different sets of data and be exposed to activities that will model practice for them.	AI could be used to support students' writing and generate ideas for part of the report, such as the introduction. The data, however, will be different for every student and complex to analyse with AI tools.
Simulation of professional practice	Students are asked to produce a report based on a live case company. The assignment simulates the exams students have to undertake for their professional accreditation.	This task is designed to simulate a professional examination in a specific sector. Similar formats can be adopted to simulate a variety of accreditations.	AI could be used to support students with writing skills and for formative tasks, but it will need to be paired with class activities and feedback.
Simulation of professional practice	Students are asked to enact a role-play and are given roles and specific instructions that simulate a complex professional scenario. In addition to the role-play students are asked to:	This is a group assignment. Students will benefit from class time to work on their role play and receive formative feedback.	AI could support the development of writing skills and outline initial ideas, but these will need to be finalised by

	<ol style="list-style-type: none"> 1. Produce a set of documents to support the role-play, including one in which they articulate their strategy against the literature 2. Research their role and write an assignment where they describe their profile and its relevance in relation to the resolution of the role-play scenario. 		students in preparation for the role play and individual contributions.
Simulation of professional practice	<p>Students are asked to carry out professional tasks such as setting up and enacting the recruitment of a new CEO for a company. Students are given instructions, documentation (also in the form of videos) and a set of priorities/requirements they need to meet (e.g. concerning sustainability or inclusivity). Students will need to present the outcome of their work in a Q&A session. Students are then asked to produce:</p> <ol style="list-style-type: none"> 1. A recruitment pack 2. Possible interview tasks and questions 	<p>This is a group assignment. The assignment can be adapted to a number of disciplines, from healthcare to business and management, to creative industries.</p> <p>The task also offers opportunity to practitioner-academics to approach the work from their professional perspective and to bring in the perspective of the relevant industries.</p>	<p>AI could be used to brainstorm ideas and draft the structure of some documents. It can also support the development of writing skills. However, this will be counterbalanced by the presentation element of the assignment.</p>
Simulation of professional practice	Students are asked to set up an intervention strategy and supporting documentation addressing a professional scenario	This is a group assignment that can be adapted to a number of disciplines (e.g.	AI could be used to brainstorm ideas, identify evidence and draft the approach to the

	<p>(e.g. clinical work) for a specific population. As part of the task, students are asked to:</p> <ol style="list-style-type: none"> 1. Research and present evidence to justify and articulate their strategy 2. Present their intervention to a group of professional peers as part of a simulated CPD session 	<p>nursing/healthcare, education, psychology, etc.)</p> <p>The task can be supported by class practice and continuous feedback.</p>	<p>intervention. It can also support the development of writing skills. However, this will be counterbalanced by the presentation element of the assignment.</p>
Simulation of professional practice	<p>Students are asked to produce a video resource for professionals in a particular field for training purposes. As part of the task students are asked to:</p> <ol style="list-style-type: none"> 1. Engage with professionals in their sector to identify key training areas 2. Identify relevant evidence to support their video resource 3. Produce a report to capture the process 	<p>This is a group assignment. The task was originally designed for students to engage with University HR staff, but it can be adapted to many sectors and involve partner industries/institutions.</p>	<p>AI could be used to brainstorm ideas, identify evidence and draft the approach to the video. It can also support the development of writing skills. However, this will be counterbalanced by the interactive aspects of the assignment.</p>
Simulation of professional practice	<p>Students are asked to partake in a competition to produce an outcome that is directly judged by an external partner/company. Students also receive a prize and certificates that they can include in their CVs. Outcomes may include:</p> <ol style="list-style-type: none"> 1. An advertising campaign 	<p>This is a group assignment. The assignment can be broken down in a set of sub-tasks and students may be asked to produce a log to document their progression. Engagement with group feedback and class activities will be key to ensure students' investment.</p>	<p>AI can support some stages of the production and editing of the final product, but the core of the assignment is in the interactive element and direct exposure to industry professionals.</p>

	2. A communication audit		
Simulation of professional practice	<p>Students are asked to design and deliver a workshop to their peers to introduce a new, evidence-based approach to a professional task simulating a real-case scenario.</p> <p>Alternatively, students are asked to produce a podcast and webpage on the same topic</p>	<p>This is a group assignment. The assignment can be broken down in a set of sub-tasks and students may be asked to produce a log to document their progression.</p> <p>Engagement with group feedback and class activities will be key to ensure students' investment</p>	<p>AI can support some stages of the production and editing of the final product, but the core of the assignment is in the interactive element and processing the feedback they receive as they progress with the task</p>
Simulation of academic practice	<p>Students are asked to write an article for an expert audience on a given topic and find a journal for submission.</p> <p>The paper submission is followed up by a short viva with Q&A where students discuss the paper.</p>	<p>This is an individual task. During the term students are exposed to a variety of research papers and activities related to academic writing, research writing and presenting results.</p> <p>They receive continuous formative feedback on these activities and they need to submit drafts that they re-work for their final assignment.</p>	<p>The use of AI may jeopardise the integrity of the first component of the task if not tightly counterbalanced by work with draft assignments and feedback.</p> <p>The marking criteria and class activities need to focus explicitly on the ethical dimension of research.</p>
Simulation of academic practice	<p>Students are asked to analyse a set of lab data in real time and produce a report</p> <p>The assessment is carried out under simulation conditions of real practice</p>	<p>This can be carried out as an individual or small group task. Students need to be introduced to the task beforehand and receive formative feedback</p>	<p>Students will have limited access to generative AI during the real time task. However, AI can be used in formative assignments to support students with the development of writing skills.</p>

Personalisation / autobiography	<p>Students are asked to produce a journal / blog or podcast with different entries/episodes in which they analyse a policy against their lived experience. As part of the assignment students will have to include:</p> <ol style="list-style-type: none"> 1. A reflection on their identity formation and the role that the context plays in developing their perceptions / understanding of social phenomena 2. A reflection on the key aspects of their social and cultural context and background 3. An explicit reflection on the link between policy/context and practice. 	<p>This is an individual task. Students will need to work on the task gradually and receive formative feedback, including peer-feedback, during class time.</p>	<p>AI could be used to support the development of writing skills. Students will be completing the task gradually and receive feedback they need to act upon and integrate in their work. Also, in class sessions they will need to respond to feedback and articulate their work.</p>
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