

**Case Study Title: Assessment as Meaningful Dialogue**

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**Subject area: Allied Health and Social Care Sciences**

**Programme/Course: Healthcare Management MSc**

**Module/Unit: Clinical Governance & Improvement Practice**

**SCQF Level: 11**

**Assessment Name: Interactive Oral Assessment**

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**1. How would you summarise your practice case study?**

A traditional essay on theories and policies, lacking real world context, was replaced by an Interactive Oral Assessment (IOA), which involved discussions with students around real workplace problems.

**2. Why did you develop or enhance your assessment and what was your rationale?**

- An essay assignment was perceived by students and the module team as lacking in real world context. It was argued that an IOA would help students feel more prepared for professional life and leadership roles. IOA aligned with students' values and goals as students on this programme are qualified health & social care professionals, aspiring to be managers. IOA was related to real workplace problems as students acted as managers who were responsible for proposing solutions to the chosen workplace problem.
- An essay encouraged students to over-rely on description while an IOA allowed students to learn a range of skills in preparation for employment such as collaboration, critical thinking and discipline-specific communication skills.
- An essay was not considered an inclusive assessment as students were not given any choice. All students had to answer the same essay question and rigidly follow the same structure. IOA promoted inclusive learning. Students were given a choice of contents and format; for example, they could choose an issue they had observed in their workplace and propose an evidence-based solution. Students could bring materials of their choice e.g. slides, notes, research papers.

- An IOA has given students an opportunity to share their learning in a meaningful and creative way (as compared to essay). Students benefitted from listening to one another's presentation.

### **3. What enhancements or changes did you implement in assessment in making this more innovative, diverse or inclusive of diverse learner cohorts?**

Students were given a choice of contents and format; for example, they could choose an issue they had observed in their workplace and propose any evidence-based solution. They could bring materials of their choice, e.g. slides, notes, research papers. Students with disabilities/learning profiles did not have to present/discuss their case in front of other peers and could get their assessment arranged on a separate day.

### **4. What informed your approach to the changes you made, e.g. student feedback, observations of student difficulty, insights from literature or research findings, assessment pass rates etc.?**

I have responded mainly to students' feedback and assessment pass rates. I noticed that students' qualitative feedback from previous years included many statements on 'improved knowledge and understanding of theory' but comments on ability to apply skills in practice/real world were lacking. Students' feedback also explicitly highlighted a need for autonomy in their assessment. In addition, module pass rates in previous years were low (68% in 2023/24 & 78% 2024/25).

### **5. What key changes have you seen as a result of this change to your assessment practice?**

- Improved module performance: from 68% in 2023/24, 78% 2024/25 to **97% (in 2025/2026)**
- Qualitative feedback from students has changed; students appreciated '*learning in meaningful and relevant ways*'. This is best illustrated in the following quote: '*I now understand what clinical governance entails and how to apply it into real-life situations.*'. Students admitted that assessment was '*engaging*', '*insightful*' and they '*enjoyed the format of the assignment*'.
- Improved module satisfaction: from 90% in 2024/25 to **100% in 2025/2026** (with 70% response rate)

**6. How are you evaluating the effectiveness of these enhancements or changes implemented?**

An IOA was considered a much more authentic assessment with real world context, as compared to an essay assignment. This has had a positive impact on module performance and satisfaction. An interactive element could be improved, though e.g. discussions could be more meaningful, and students could rely less on their materials of choice (e.g. notes, slides).

**7. Tips for practitioners:**

*Do you have any tips for practitioners wanting to make similar enhancements or changes in their assessments that you could add in?*

I suggest:

- Preparing some prompt questions and sharing them with students in advance
- Discussing with students a difference between an oral presentation and Interactive Oral Assessment
- Creating a video/audio of a sample and watching it with students in the classroom.
- Giving clear instructions for students about not reading/ over-relying on slides/notes