Serial number	0297
Title	External-facing assessments: Balancing the needs of students, external partner organisations and the public
Submitter	Dr. Vincent Tong, Dr. Nick Grindle

External-facing assessments:
Balancing the needs of students, external partner organisations and the public

Abstract
Students producing work that is directed at an external audience - whether a formal assessment, a 'showcase portfolio', or a selection of work curated by the student outside the curriculum - is emerging as a critical field of enquiry and practice. Supporting students to produce work that is directed at an audience is an example of higher education balancing the needs of students, external partner organisations and the public. The question is: how can academics design and implement effective external-facing assessments by taking into account the competing needs of the stakeholders? The answer to the question has implications for developing capacity at the university level to support external-facing assessments across academic programmes. This roundtable explores the challenges facing academics and universities as external-facing assessments assume a greater prominence in 21st century education. We will feature three linked case studies from University College London.

Outline
Students producing work that is directed at an external audience - whether a formal assessment, a 'showcase portfolio', or a selection of work curated by the student outside the curriculum - is emerging as a critical field of enquiry and practice. This is happening at a time when conceptions of the matrix of academic relationships - between students, staff, research, teaching, learning - and the purposes of education in a 'super complex' world are subject to ongoing radical revision. 'Enabling students to handle their own disturbance calls for a pedagogical transaction in which the student has the pedagogical space to develop her own voice' (Barnett 2000, 160). Scholars and leaders are increasingly making the case that student work produced for an external audience is important because it offers such a pedagogical space (Fung 2017).

This roundtable examines the challenges and opportunities as they embed external-facing assessments in programmes of study. We will first set the context by giving an institutional example at University College London (UCL) before the roundtable discussion:

We will explain how emerging pedagogies of students as producers, and students as partners, has given external-facing assessments a prominence and significance that transcends disciplinary boundaries and the 'pure/applied' divide. We will show that external-facing assessments are moving from being signature pedagogies, taking specific forms in certain disciplines, to becoming a core feature of a university education in any subject. We will highlight the idea that 'student as producer' also has important implications for inclusivity agendas, as the students' own voice and conception of their development takes on greater prominence in their work.

We will then show the steps taken by UCL to build institutional capacity that enables departments and programmes to design and implement external-facing assessments. The focus here is on initiatives that support the inception, enhancement, or evaluation of external-facing assessments. More specifically, we will introduce "CC Collab", a UCL scheme to support academics to work across departments and subjects on creating and implementing innovative external-facing assessments. CC Collab also supports the implementation of the UCL Connected Curriculum, an institution-wide initiative on research-based education (Fung 2017). Three case studies from CC Collab will be outlined to provide examples of specific contexts for the roundtable discussion:

1. Use of portfolios
2. Peer assessments
3. Public engagement

In the discussion part of the roundtable session we aim to gather views on how academics and universities can seek to build capacity to establish partnerships between students, external partner organisations and the public. We are also keen to explore the role that educational professionals and colleagues in related roles might have in mediating between the institution, its students, staff, and other stakeholders. Academics and universities are likely to approach these relationships differently, according to how they are organised and where their priorities lie. What can we learn from each other, and what can the UK learn from universities in different national contexts? We are therefore keen to hear from and discuss with colleagues who are familiar with other

educational settings to share their experiences and reflections about the challenges that external-facing assessments present to universities. We would like the roundtable to identify how external-facing assessments can succeed in balancing the needs of students, stakeholders and society.

Questions

1. How can the university develop institutional capacity to enable the development of external-facing assessments as a core element of its educational programme?
2. How might educational professionals work together with colleagues in entrepreneurship, alumni, student unions, and public engagement roles to support the university's development of effective external-facing assessments as a core feature of its educational programme?
3. What are the challenges and opportunities that external facing assessments present for universities and external audiences with regard to diversity and inclusivity, and equality of opportunity?

References
Barnett, Ronald. 2000. *Realising the University in an Age of Supercomplexity*. Buckingham: SRHE and Open University Press.
Fung, Dilly. 2017. *A Connected Curriculum for Higher Education*. London: UCL Press.