

Video Transcript:

When clarifying student entitlement within assessment, there are three key things that you need to consider: The clarity of the guidance given to the students, the impact of that guidance on the students, and the medium through which you convey that guidance.

So, firstly looking at the clarity of the guidance. How clear your guidelines to students and what support they are entitled to ask for, or entitled to receive, during that assessment process and how clear your guidelines are to students and how they should access that support. Is it clear to students how they get hold of it, how they request it, how they find it, where it's located, and what kind of support there is there for them, and how they can use it?

Thinking of the impact on students. What evidence sources could you draw on to understand those students' perceptions about those first two questions about clarity. How clear of the guidelines on what they're entitled to and how clear of the guidelines on how they access that support? And to what extent do students appear to act on that guidance given. So what impact does it have on them and the change of their behaviour?

Finally, the medium of conveying that guidance. In what form is the guidance given to students? Is it written? Is it verbal? Is it audio? Is it discussion? Is that accessible to all students? Are they able to engage with that guidance, and engage with those support mechanisms on an equal footing? If you only have one form of guidance and one medium of guidance, then it's a good idea to think of one different form of communicating that guidance that you could adopt to enhance that impact and broaden that appeal and that reach of the guidance that you're giving to the students.

So those key things, clarity of guidance and the impact on students and the medium of conveying that guidance, really, really important to think of. Especially when you consider the cognitive overload that you potentially might be given to the students. If you're giving guidance in lots of different ways, lots of different media that can overload the students and they then find it difficult to interpret what it is they need to understand. There could be also unintended assumptions that the students can be take or gain as part of that activity that you didn't mean to convey as part of that support, but they interpret anyway. So those are two things to consider as potential issues with this process. But clarity of guidance, impact on students, and the medium through which you convey that guidance, really important concepts.