

# THE BENEFITS AND CHALLENGES OF SETTING ORAL ASSESSMENTS

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# ORAL ASSESSMENT

Session outline:

- Why I decided to do this
- How I did it
- How it went down

# WHY I DECIDED TO DO THIS

- The modules I teach
- My own background
- Current trends towards oral/live assessment
- Mirrors practice
- Robust test of knowledge and application
- Anti cheating strategy

# WHY I DECIDED TO DO THIS

- Inline with Brookes' stated strategies and objectives
- Inclusive

## Inclusive course design

### Assessment strategy

**Do the assessments in the course complement each other, enabling students to demonstrate different skills? Do they take account of students' different strengths? (*OBU assessment strategy on Equality, diversity and inclusion*)**

# WHY I DECIDED TO DO THIS

- Addresses graduate attributes
- Academic literacy - Disciplinary and professional knowledge and skills, understanding the epistemology and 'landscape' of the discipline, and what it means to think and behave as a member of that disciplinary and/or professional community of practice.

# WHY I DECIDED TO DO THIS

- Graduate attributes continued
- Critical self awareness and personal literacy - The ability to relate to other people and function collaboratively in diverse groups, *including the development of appropriate interpersonal skills, emotional intelligence and adaptive expertise.*

## HOW I DID IT

- Accounted for 60% of the module mark (split 10/50)
- 10/50 split gave a mini version and a major version
- Feedback between the two
- Difficulty level increased but kept as many other aspects the same
- Scenario real life style construction dispute

## HOW I DID IT

- Marked immediately after student left the room
- Very quick turnaround on marking/feedback
- Presentation skills Presentation skills Presentation skills
- The major assessment (50%)
  - Level of formality
  - Assessment length



## HOW IT WENT DOWN

- Really high engagement rates beforehand
- 100% turnout on assessment day
- Very high standard
- Asking questions

## HOW IT WENT DOWN

- Student feedback module evaluation
- *“really enjoyed the mock adjudication, found it interesting in the preparation stage and enjoyed presenting (which I usually dread)”*
- *“Enjoyed the application of cases to lectures and also the mock law presentations were a challenging but fun way of being marked.”*
- *“The law presentations- really well organised and ran very smoothly  
Best presentation experience I have had at uni. ”*

## HOW IT WENT DOWN

- *“I loved how we had the 'role play' practice- where we are representatives from the companies and have to legally argue our cases. Really made me make the effort to dive into the professional liabilities and obligations of my part.”*
- *“The adjudication practise was very good it helped me realise that I can carry out a lot more than I originally thought I was capable of doing.”*

# CONCLUSION

- **Benefits for students**
- Models real life job environment
- Uses and improves presentation skills
- Gives confidence in speaking/presenting/putting a case
- Chance to shine if stronger verbally than written work – diversity and equality of opportunity
- Can happen in class so takes pressure off number of exams at end of term
- Feedback can be very much faster than written CW