

The use of interviews has additional benefits. Firstly the style of interview can be adapted to suit the ability of the student; weaker students can be prompted and stronger students can be given the opportunity to provide insights which are not typically available through other modes of assessment. This method therefore allows for the assessment of a broader range of cognitive ability [8]. The interview process is also well aligned with the notion of developing students' verbal and interpersonal communication skills, which is one of the drivers for utilizing project based learning.

Another positive feature of the structure used is that students are encouraged to focus on the fundamental core competencies before attempting to engage with more complex concepts. Students cannot request an interview on complex concepts until they have demonstrated competency with the fundamentals. The authors consider this to be an important feature which is often lacking with other assessment approaches, including written examinations and group-based project work.

The results of the survey also indicate that the students found the structure of the module useful as they would like to see the approach adopted within other modules. This could be interpreted as meaning that the students found the module relatively easy but through informal discussions the authors got the sense that they appreciated they were developing useful skills and knowledge of a relatively high difficulty.

One significant issue with the course structure presented is the significant time required to develop material such as online quizzes, video tutorials and notes. Tutors were in a position to focus on assessment, using interviews, as a result of such material being available and this is seen as being a key component for the successful delivery of the module in the manner described. However, as more and more online resources become available this barrier will be reduced and the proposed structure will become increasingly feasible.

9. References

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