

Structured Assessment Co-design with Learners

Using the Double Diamond Model
to Develop Skills and Behaviours

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Co-design in Higher Education

Co-design is a participatory approach that uses negotiation and cooperation in a group setting to develop a shared understanding of a problem



It leads to the generation of new ideas for problem framing and potential solutions



Within higher education, co-design has been used in two main ways:

Prioritising student voice and building partnerships

Encouraging collaborative curriculum development

Why we used structured co-design

For learners:

- An opportunity to develop and evidence the acquisition of knowledge, skills and behaviours related to negotiation, inclusivity and stakeholder engagement

For teaching staff:

- A structured exercise provides prompts and activities that scaffold learners as they begin to work together and negotiate with their peers

How did we use this?

- ▶ The example is taken from a second-year degree apprentice module on stakeholders and communication
- ▶ It is one of two assessments, alongside a mock exam for a PSRB qualification
- ▶ In the first year that we ran the activity, this took place across a single 6-hour teaching day
- ▶ Following feedback this was changed to two 3-hour sessions a week apart
- ▶ This had the added benefit of allowing time for reflection and asynchronous discussion following the first pair of activities.

The Double Diamond Model



Discover (divergent): Exploring the problem space broadly



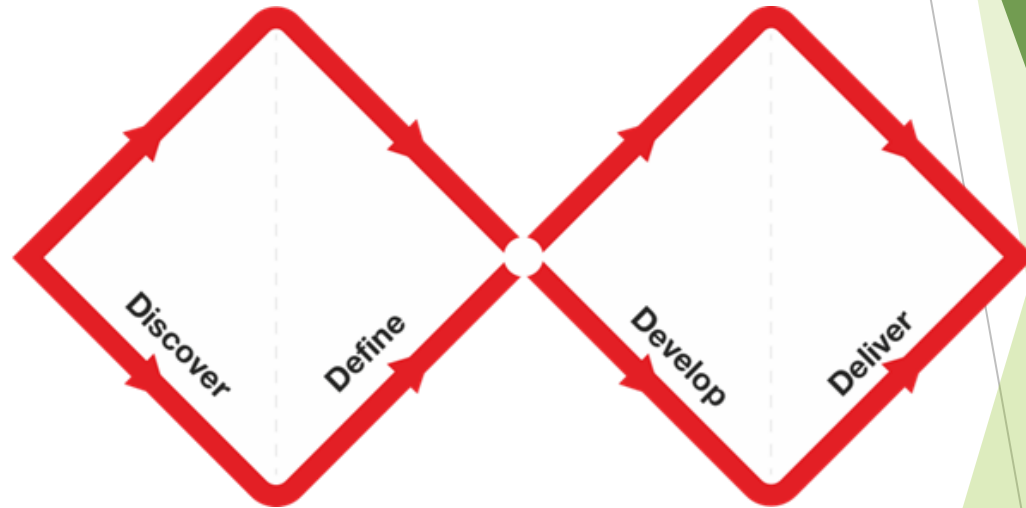
Define (convergent): Focusing on specific challenges to address



Develop (divergent): Generating multiple potential solutions



Deliver (convergent): Refining and implementing specific solutions



The Double Diamond Model [Source: Design Council (2025) licensed under a CC BY 4.0 license.]

Discover - what do we already know?

- ▶ Problem Framing
 - ▶ Introduce module learning outcomes and expected competencies
- ▶ Activating Prior Knowledge
 - ▶ Prompt learners to recall previously taught stakeholder analysis and engagement models
- ▶ Collaborative Exploration
 - ▶ Discuss which models learners currently use
 - ▶ Identify topics most relevant to the cohort
 - ▶ Evaluate which approaches are less relevant and may be excluded

Stakeholders

Managing Expectations

1st Person

Internal

External

multiple choice

present project & stakeholders

day in the life

podcast

invite a stakeholder

in

see

YouTube

Email

- Develop a visual representation of a stakeholder-based assessment

- Identify five best and five worst assessment experiences

- Identify current comfort zones and areas for further development

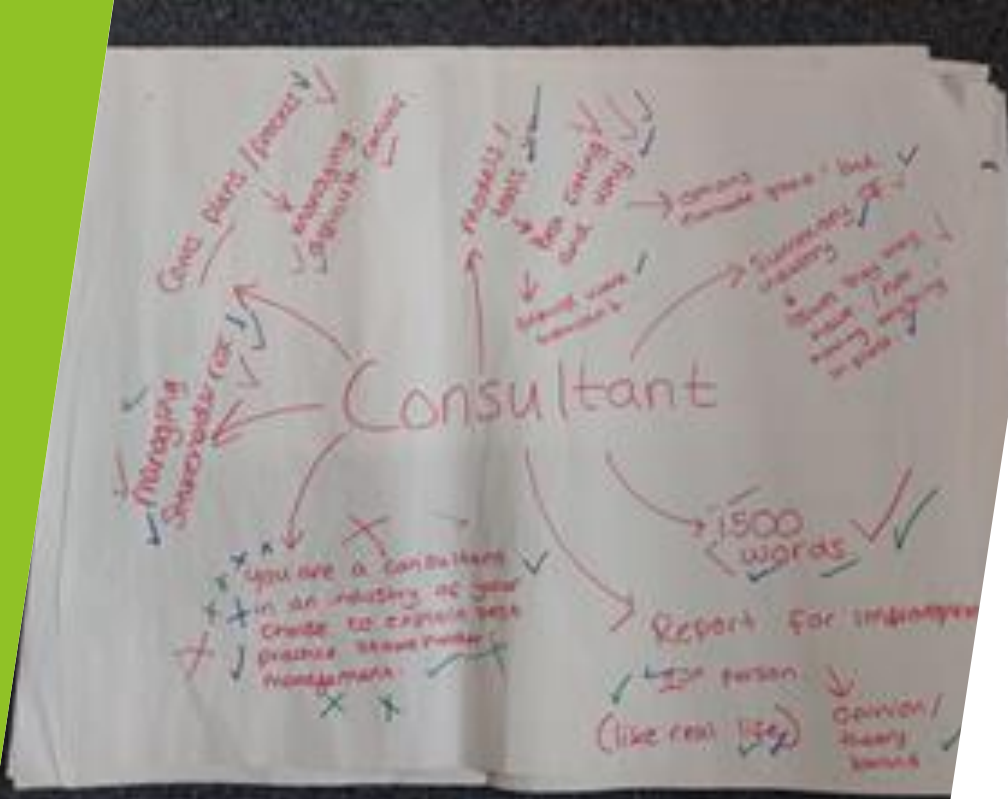
Develop - what would we like to do?

Task 1: Group Ideation and Drafting

- ▶ Develop potential assessment ideas in groups
- ▶ Encourage broad thinking and exploration of multiple formats
- ▶ Allow creative freedom (no restriction to a single artefact or format)

Task 2: Silent Voting Activity

- ▶ Flipcharts displayed around the room
- ▶ Use ticks (✓) for preferred elements and crosses (✗) for less favoured aspects
- ▶ Promotes democratic participation and reduces dominance of vocal individuals



Deliver - how will we know that it's right?

Viability and Alignment

- ▶ Ensure assessment meets requirements and is practical
- ▶ Revisit module learning outcomes
- ▶ Share university marking criteria and assessment regulations

Structuring Requirements: MoSCoW Framework

- ▶ Must have (minimum pass requirements)
- ▶ Should have (important for higher grades)
- ▶ Could have (desirable additions)
- ▶ Won't have (excluded features)

MoSCoW criteria in practice

What are your must haves?

Self-respect/esteem



What are your should haves?

HR-managers



The Administrative

What are your could haves?

diff. energie/relazioni



What are your won't haves?

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Debrief: reflection and evaluation

- ▶ Following the session we conducted a structured reflection on:
 - ▶ The co-design process
 - ▶ Engagement
 - ▶ Collaboration
 - ▶ Personal learning
- ▶ Key takeaway across cohorts was that learners hadn't fully understood marking criteria before
- ▶ Learners also appreciated that well written learning outcomes provided clear boundaries and helped to steer the co-design process

Personal reflection: expect the unexpected

- ▶ Doing a live co-design exercise is daunting, and each time is different
- ▶ Learners are frequently unsettled by the degree of freedom and autonomy that they are given
- ▶ Navigating the changing power dynamic in the room takes practice and requires a level of trust from the learners in themselves and their peers
- ▶ Creating safe learning environments, where individuals feel able to express different opinions, is essential for a successful co-design session

Adapting to other contexts



- ▶ This framework is designed to be adaptable to other contexts
- ▶ It was originally inspired by a module run by a colleague working in a dentistry school based on the Apprentice!
- ▶ It could be adapted and used to help embed key employability skills among learners
 - ▶ negotiation
 - ▶ empathy
 - ▶ active listening
 - ▶ teamwork



Thanks for
listening!

Questions?