# Using Video Assessment within curriculum

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manchester.ac.uk/careers

UoM Careers Service image.
Alt text; A young woman holding a notebook

# Introduction

**Our research evaluated the use of authentic assessment in HE, focussing on the shortlist.me tool that the careers service has facilitated within the curriculum.**

**Shortlist.me is a digital video interviewing platform designed to help students navigate and excel in real world recruitment practices.**

**It currently has two uses at UoM-**

- General Market Place- open access side of the site where students can find a range of practice interviews contributed by leading employers across a range of sectors (Virgin Media, Tesco, TikTok, British Airways)

- Bespoke interviews/assessments created and facilitated by programmes in line with assessment criteria.
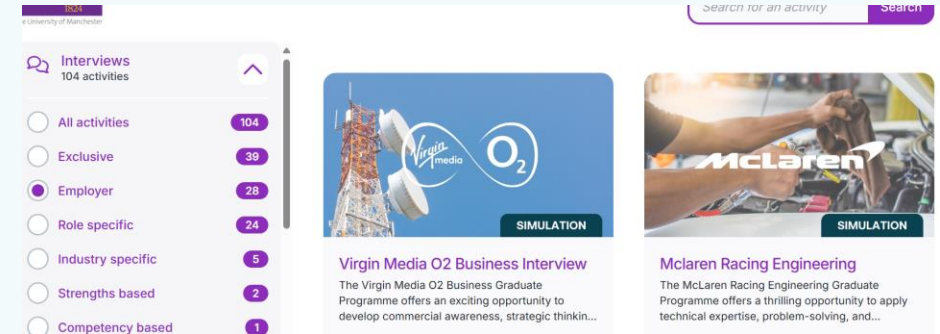


Screenshot of shortlister.com homepage by shortlist.me. Retrieved from https://go.shortlister.com/marketplace/uniofmanc/interviews?section=employer on 18 June, 2025

A screenshot of shortlist.me web page



Shortlist.me logo retrieved from https://go.shortlister.com/login on 18 June, 2025

A red logo on a white background
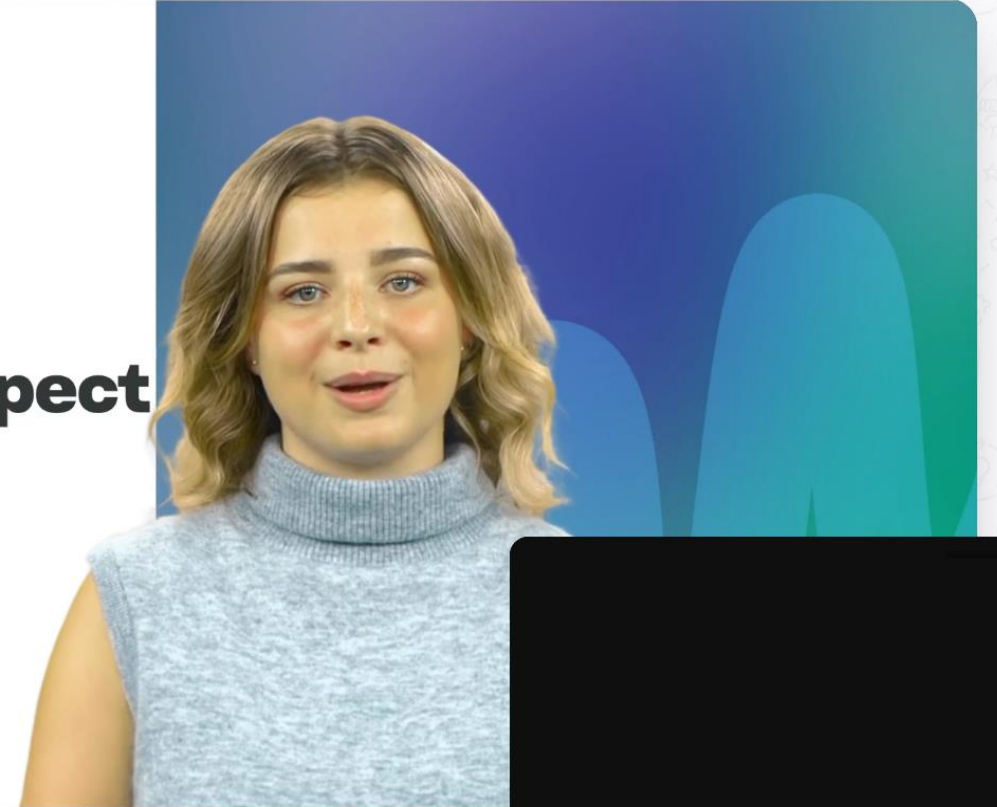
Screenshot of shortlister.com homepage by shortlist.me. Retrieved from https://go.shortlister.com/marketplace/uniofmanc/interviews?section=employer on 18 June, 2025

A screenshot of a shortlist.me interview with TikTok



Screenshot of shortlister.com Your Assessment page by shortlist.me. Retrieved from https://assessment.shortlister.com/presentation/603367/record on 18 June, 2025

A screenshot of a shortlist.me interview in progress

# Why we chose this topic?

**Context;** PG Certificate in Higher Education

**Why is video assessment relevant and important right now?**

- Careers Service Aims
- Embedding employability; the employability framework
- Digitalisation
- Institutional aims and direction
- Inclusivity

Alt text; A young female looking at a laptop

# Use of video assessment in UoM

**Breadth of programmes across all faculties utilising video assessment (shortlist.me)**

**No single approach to its use within curriculum but practice currently includes:**

- Formative/summative assessment
- Explicit employability extraction (e.g. interview skills practice, presentation skills or opportunity for skills reflection)

# Initial literature review

**How can authentic assessment help prepare students for the world of work? Here are some key themes we encountered in our initial research.**

- Active learning
- Using reflection to negate surface learning
- Encompassing diverse learning styles
- Digitalisation



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Alt Text; Students working together

'Successful functioning in this era demands an adaptable, thinking, autonomous person, who is a self-regulated learner, capable of communicating and co-operating with others.'
**Innovative Assessment in Higher Education, Bryan and Clegg.**

# Initial literature review (continued)

'Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must...relate it to past experiences and apply it to their daily lives.'
**Chickering and Gamson, Seven Principles for Good Practice**

'Research into student learning has provided empirical evidence that assessments that reward memorisation and deny the opportunity for reflection promote surface approaches to learning.'
**Bryan and Clegg, Innovative Assessment in Higher Education**

'Unfortunately, there is no known assessment which suits everybody... The simple answer to this problem is to utilise a diversity of assessment techniques wherever possible'
**Developing effective assessment in Higher Education, Bloxham and Boyd**

'The goal here is to ensure that as well as a deep understanding of the content and core values of a subject discipline, students can also develop skills that enable them to apply such knowledge in appropriate contexts.'
**AW Bates, Teaching in a Digital Age.**

# Review of digital and inclusion themes

**How can digitised multimedia-based learning and assessment enhance workplace readiness and is this inclusive?**

**Key themes arising from initial research:**

- Use of digital tools and mirroring work place recruitment practices
- Embedding of digital skills in curricula
- Inclusion and accessibility
- Vehicle for delivery at scale



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Alt text; A man wearing headphones and looking at a laptop

# Digital themes arising from literature

'Digital (rather than purely online) learning has a critical role to play, because in order to develop these skills our students' learning itself needs to be digitally embedded'
**AW Bates, Teaching in a Digital Age, 2019**

'Ensure that technical advice and support are available prior to and during the assessment…..The need for explicit, unambiguous instructions is significant' **Bloxham and Boyd, Developing effective assessment in Higher Education, 2007**

'Technology can also be a means of improving access, as employer can potentially have a wider reach,' connecting with more students and building strong relationships using digital tools'
**AGCAS and Shortlist.me, The Evolution and Integration of Employability Education in Universities, 2022**

'We embrace and use relevant digital platforms and services which are accessible, deliver at scale and empower students to navigate the evolving job market'
**UoM Careers Service, Employability Framework, 2024**

# Psychology Case study

**Context & Rationale**

- Embedded as part of Y2 BSc Psychology programme

- It ensures all students have access to interview practice in a safe, inclusive, and authentic way

**Implementation & Format**

- Currently used as a **formative** activity (not graded)

- Timed to coincide with work placement search or career planning activities

- Supported with interview preparation session led by the careers team

# Psychology Case study

**Observed Benefits and Risks**

- Students appreciate AI-feedback on eye contact, hesitation, duration of responses

- Formative nature can impact level of engagement
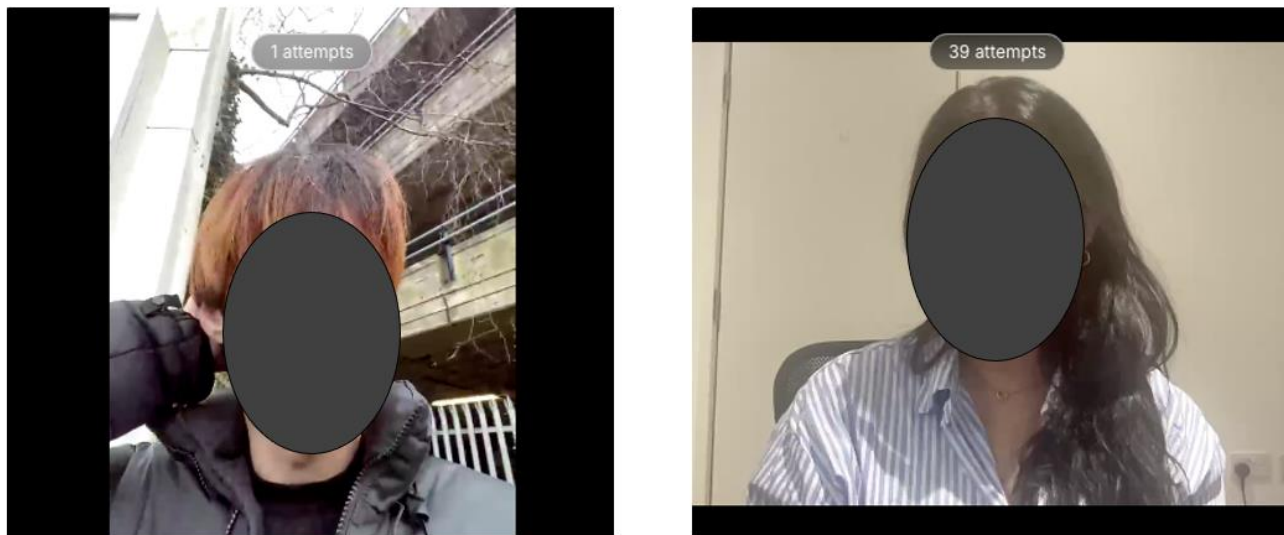


Alt text; images of two people recording a video interview with faces covered

# Psychology Case study

**Observed benefits and Risks...some quotes from our students...**

presentations; something I initially dreaded. The thought of filming myself alone in my room, speaking to a camera, felt awkward and slightly embarrassing. However, after a few tries, I began to notice a shift. Speaking out loud, even without an audience, helped me improve my speech flow, intonation, and most importantly, my confidence.

- Improvement in skills and confidence

- Preparation tool for real world interviews

- Accessing it again can provide insight on performance

But something clicked in me. I decided I wanted to not just do the interview, I wanted to ace it. I spent time researching interview tips and techniques. Something I never would have done before. So much so that when it came round to doing it, I felt more confident than I ever believed I could. I did the interview and...

It went brilliant. The feedback praised me for my answers and how I presented myself. I felt such a sense of relief. I realised that I should not be afraid, that I was good enough. I initially resented the fact that I was made to do it. But now I was incredibly thankful. What could now get in my way?

Maybe it was curiosity, maybe it was even cockiness, but for some reason I decided to watch back through my interviews. This ended up being a revelation.

As I rewatched, I found that I had been overestimating my ability. I wasn't using the correct amount of eye contact as I thought I had been. I was taking significantly more time thinking about my responses than I thought I was. I really wasn't responding with much to say. All this is to say that I wasn't very good at being interviewed.

**12**

# Questions arising from initial paper

- **Scalability-** could the use of shortlist.me work with larger cohorts? How can we mitigate for potential pitfalls or technical problems?
- **Inclusivity-** how might this kind of assessment impact students from a wide range of backgrounds?
- **Versatility** and opportunities for flexibility across eclectic / varied programmes?
- **User experience-** how easy is it to use - from a student user experience perspective?

- **Challenges faced by academics-** set up and administration, compiling assessment criteria.

- **Institutional Direction** – is this relevant and important within UoM right now?

# Second stage research; Initial findings

- **Overall experience** – An imperfect tool, but we have found a predominant appetite to continue using it for assessment. Mixed views on whether to use as formative or summative.
- **Employability Benefits** - Provides an authentic opportunity for students to develop key employability skills- e.g. general interview practice, enhanced understanding of how to articulate skills and values.
- **Administration**- no 'perfect' way of providing feedback to students or mapping grades across to blackboard and mitigating technical issues. Time as resource.
- **Student confidence** – varying digital skills proficiencies, technical and wider anxieties concerning authentic assessment. Considerations for how to mitigate this.
- **AI** – Can be beneficial and helpful (possibility to relieve marking pressure). Is it AI proof?

(**Research already conducted – graduates, super-users and academics**)

# What next?

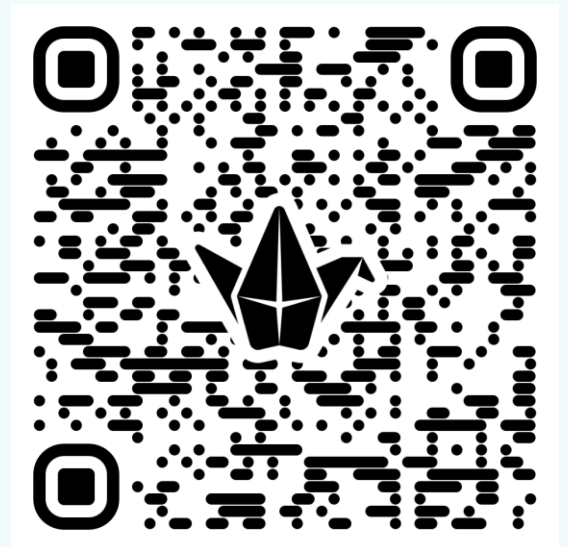**After further evaluation throughout the next stage of research, we hope to:**

Create exemplars to demonstrate best practice of the platform
Feed into a Careers Service wide toolkit demonstrating a range of employability tools

**Share your thoughts and ideas!**
Contact Emma or Sophie to take conversations forward
Please support our research and share your invaluable insights via our padlet;

https://padlet.com/sophiecoller/using-video-assessment-within-curriculum-f5cnuqle709lflzj

**The University of Manchester Careers Service**

# References and Attributions

**Books**
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Mayer, Richard E.  *Multimedia Learning,* (2009)

Pritchard, Alan. *Ways of Learning: Theories for the Classroom,* 2017
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Arthur W. Chickering and Zelda F. Gamson, *Seven Principles For Good Practice in Undergraduate Education*, 1987

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World Economic Forum; Future of Jobs Report 2025: The jobs of the future – and the skills you need to get them | World Economic Forum

**Internal Documents**
An Employability Framework for the University of Manchester (October 2024)
Contact caroline.everson@manchester.ac.uk or
Amanda.Conway@manchester.ac.uk

Foresight Group Synthesis Report, 2021
https://documents.manchester.ac.uk/display.aspx?DocID=55257  [internal document]

Firth, Dr. Miriam Authentic Assessment , UoM Sharepoint [internal document]

# Any questions?



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Alt text; Many hands with colourful question marks above them

# Thank you for listening!

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