

# AMLÉ Open Access & Modernising Assessment Position Paper: Student-centred policy recommendations

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### Aims & Objectives

- Establishment of national students' unions stances on topics relating to open access and assessment reform
- Provide a policy framework for local students' unions to use in their HEI
- Increase student awareness around issues relating to these topics
- Increase the development of student-centred open education/assessment policies

### Contribution Snapshot

**Date and Timeframe**  
2026-2029

**Focus**

- OER creation/adaptation/remix/translation
- Open pedagogy (student co-creation, open publishing)
- Open assessment
- Research, evaluation, or scholarly inquiry into open education

**Disciplines**

- Education
- Teaching and Learning

**What level(s) of institution does this work affect?**

- Across multiple institutions

**Frameworks, Policies, or Strategies Aligned**  
National Action Plan for Open Research, HEA Principles of Good Research Practice, Rethinking Assessment QQI, HEA National Policy Framework on Generative AI in Teaching and Learning

**Useful Resources**  
<https://zenodo.org/records/18911170>

### Open Outputs

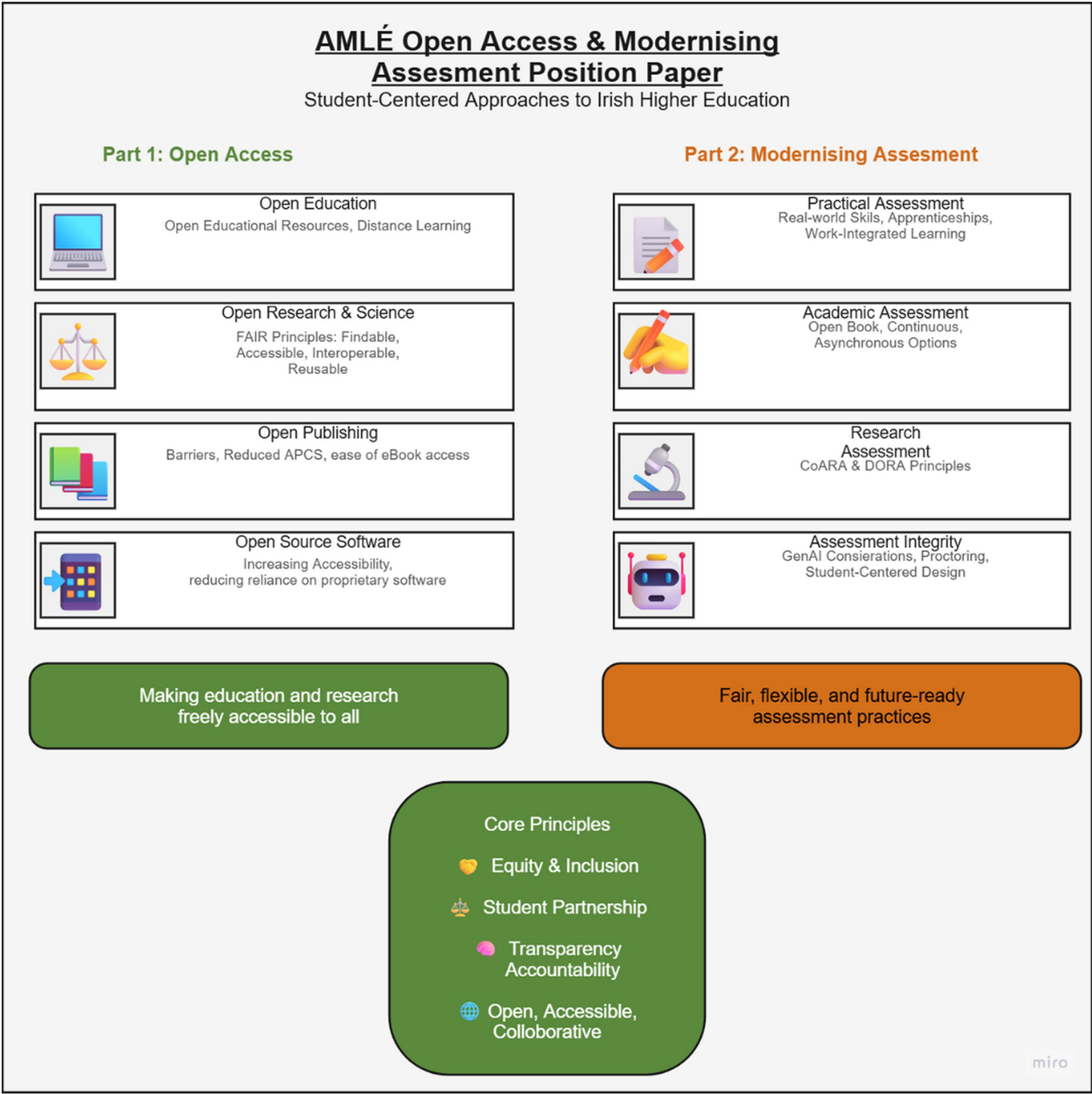
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### Scholarly Approach

Due to the nature of this paper as a union policy document, the processes of review it went through were strictly internal, with an open feedback period for any member of the national union to provide comments, feedback and contribution. Following this, the paper was brought to a democratic vote at the annual Comhdháil of AMLÉ.

### Scholarly Contribution

As this is a very recent publication, it is difficult to quantify the impact of this paper at current, however it has been shared in multiple fora including the National Academic Integrity Network, Eurodoc and the Irish CoARA chapter. Additionally, as a direct result of this paper, AMLÉ is now a signatory organisation of the Declaration on Research Assessment.



### Overview

The AMLÉ Open Access & Modernising Position Paper is a new output from Aontas na Mac Léinn in Éirinn, the national students' union of Ireland, which sets out student and researcher-centred stances and policy recommendations for students' union representatives and higher education policymakers for developing more open, equitable learning environments.

This position paper was developed democratically within AMLÉ over the past year, as student members had mandated the development of a position paper on these topics at the annual Comhdháil (Congress) of the organisation in 2023 and 2025. This paper was developed as a joint initiative between the Vice President for Postgraduate Affairs of AMLÉ, Madeline Jane (MJ) Quill and the Vice President for Academic Affairs of AMLÉ, Emma Muldoon-Ryan.

Over the course of the last 6 months, this paper was developed through a series of open drop-in sessions and a consultative survey, enabling students, researchers and their representatives to provide their inputs on the paper, what topics they felt should be included, and the recommendations that should be given.

Alongside these consultations, much research was done into current guidance in these areas from organisations such as the Higher Education Authority, Quality and Qualifications Ireland, the European Students' Union and the European Council of Doctoral Candidates and Junior Researchers, to ensure that international and national best practices in higher education were reflected in this paper.

The paper was then subsequently presented to Comhdháil AMLÉ 2026, and passed through a unanimous vote by the 300+ student delegates attending the conference, signifying the approval of the 300,000+ students and researchers AMLÉ represents.

Going forward, it is hoped this paper will provide a guiding framework to students' unions and HEIs alike on how to develop policies, projects and initiatives enabling open education and new, modern forms of assessment.

### Key Insights

- Students and researchers alike both highly value an open education system, that reduces cost and other barriers to accessing educational and research materials.
- Generative Artificial Intelligence continues to be a major concern as to its potential ramifications on research and academic integrity, and strong, sector-wide regulations are needed to curtail and control its use in assessment and teaching.
- Students value new and innovative forms of assessment, particularly in a digitised post-COVID era.

