

Title:	Assessment and Feedback Strategies & Formative Assessment Toolkit
Policy Number:	P013
Approval Date & Version:	March 2022, Ver. 0.3
Approved by:	Academic Board (AB)
Next Review Date:	January 2024

External Reference Points:

External Source	Reference Points
UKQC- Core Practices	<ul style="list-style-type: none"> The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent. The provider designs and/or delivers high quality courses.
UKQC- Advice and Guidance	<ul style="list-style-type: none"> Assessment
Awarding Body Reference	<ul style="list-style-type: none"> Programme Specifications London Met Academic Regulations London Met Quality Manual Pearson BTEC Recognition of Prior Learning Policy
Other reference Points	<ul style="list-style-type: none"> NCL Quality Assurance Manuals NCL Student Terms and Conditions Student Handbooks/ Course Handbooks
	<ul style="list-style-type: none"> NCL: Assessment Policy NCL: Assessment Decision Review Request Policy NCL: Extenuating circumstances/ Mitigating Circumstances Policy (EC/MC Policy) NCL: Personal tutoring and Student Support Policy and Procedures NCL: Teaching and Learning Policy NCL Strategic Plan 2020-25
	<ul style="list-style-type: none"> Feedback to Students on Assessments- A Guide for Assessors (NCL Document)

This document consists of two sections, namely:
Section A: Assessment and Feedback Strategies
 &
Section B: Formative Assessment Toolkit

Section A: Assessment and Feedback Strategies

1. Introduction

- 1.1. 'Assessment and Feedback Strategies' at Nelson College London are designed
 - 1.1.1. to encourage innovation within individual subject disciplines and learning contexts.
 - 1.1.2. to be accessible, adaptable and progressive, the key aims being:
 - a. to promote innovation and ensure that assessment is professionally aligned and informed by good pedagogic practice.
 - b. to develop student and staff experience of assessment and to frame a progressive approach to teaching and learning practice.
 - c. to involve students directly in determining their experience of assessment through increased focus on self and peer-evaluation.
 - d. to support assessment and feedback as a fully dialogic process and ensure that approaches are inclusive, progressive and developmentally focused.
 - e. to increase the focus on flexibility and to assure efficiency and efficacy in assessment processes.
- 1.2. The 'Assessment and Feedback Strategies' encourage students to take responsibility for their own learning through:
 - 1.2.1. actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task & ensuring that their work (individual work /group work) is authentic and their own
 - 1.2.2. actively engaging in activities designed to develop assessment literacy, including taking initiatives when appropriate (e.g. asking for clarification or advice).
 - 1.2.3. actively engaging with, and acting on the feedback provided.
- 1.3. The 'Assessment and Feedback Strategies' are structured around five core themes to provide a clear scope for development and context specific interpretation and application at programme / module levels.

1. Academic Integrity

2. Inclusive and Authentic Assessment

3. Innovative & Professionally Applied Assessment

4. Coproduction, Flexibility & Choice

5. Engaging Feedback

Implementation / Operation of Assessment & Feedback Strategies

Strategy Theme	Implementation / Operation of <i>'Assessment and Feedback Strategies'</i> at Nelson College London
<p>Academic Integrity</p>	<ol style="list-style-type: none"> 1. All assessment and feedback processes are <ol style="list-style-type: none"> 1.1. subject to rigorous and developmental quality assurance processes assuring integrity of practice in design and application and constructive alignment with associated learning outcomes. 1.2. designed and operated to structure, support and develop learning. 1.3. designed appropriate to the level of study, subject and discipline context and are proportionate and inclusive, providing opportunity to succeed. 2. Assessments are designed to support accurate and objective academic judgements about student performance and attainment. <ol style="list-style-type: none"> 2.1. Academic standards in assessment and feedback including fairness, consistency, appropriateness and academic integrity are maintained rigorously through the College's internal and external moderation, and related continual monitoring processes. 2.2. Defined activities at programme level ensure that students and programme teams maintain close co-ordination and shared understanding of assessment processes, documentation and communication deadlines, feedback format and style, and management of academic standards. 2.3. Assessment criteria are provided for all assessments and are mapped at individual programme level to each learning outcome to ensure consistency of approach. 3. The primary focus of feedback is developmental, and all feedback incorporates detailed guidance about developmental activities for improvement and where / how this learning can be applied.

<p>Inclusive and Authentic Assessment.</p>	<ol style="list-style-type: none"> 1. Students experience a varied and balanced mix of assessment methods relevant to subject discipline and learning outcomes. 2. All students are provided with detailed, bespoke and accessible assessment specifications, criteria and submission and feedback schedule; and are actively involved in the activities designed to assure mutual understanding of the key requirements of the assignment. <ol style="list-style-type: none"> 2.1. Assessment deadlines are sequenced appropriately and distributed effectively for all students and staff. 2.2. Students receive detailed guidance and support for the development of all assessed work including formal focus on assessment literacy. 2.3. A clear scaffolding of assessment is provided via formative opportunities, such through use of e-portfolios, regular in-class and online quizzes and / or self and peer-evaluation framework. 3. Students are actively involved in the structured self and peer evaluation related to both formative and summative assessments.
<p>Innovative and professionally applied assessment</p>	<ol style="list-style-type: none"> 1. Assessment utilises relevant digital tools and technologies through an appropriate mix of coursework, fieldwork and practical assignments. 2. Assessment strategies at programme level include regular opportunities for students to develop and present external facing work, for example presentations and performances as appropriate to the discipline. 3. All feedback is documented and made available securely online
<p>Coproduction, flexibility and choice</p>	<ol style="list-style-type: none"> 1. Defined opportunities for student negotiation in assessment and feedback are available in each stage of study. 2. Students experience appropriate flexibility / optionality in approached to formative and summative assessment. This

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	<p>may be through some degree of optionality in assessment format (such as report or presentation), selection of topic or through selection of preferred feedback format (such as text, audio or face-to-face)</p>
<p>Engaging Feedback</p>	<ol style="list-style-type: none"> 1. Feedback is a dialogic process, and all students receive detailed, timely and constructive feedback for all assessed work. 2. Assessment deadlines and publication of provisional grades and feedback take place during College working hours enabling students to access follow-up support as required. 3. Detailed feedback is provided in the development and preparation of assessed work (formative assessment), and for all coursework assignments (summative assessment) within agreed College timeframes. 4. Feedback is provided in a consistent format incorporating clear guidance about areas of future development.

Section B: Formative Assessment Toolkit: The Menu of Possibilities

This '*Menu of Possibilities*' provides an introduction to some practical approaches to formative assessment. It is not intended to be in any way prescriptive or exhaustive – as there are many other examples that could be added to the menu. However, it attempts to provide some guidance on widely used and 'proven' types of formative assessment that have been used effectively at Nelson College London or in other HEIs. The menu provides constructive 'tips' on how to use the assessments, as well as some insights into their advantages and disadvantages for tutors and/or students.

Course and module teams may wish to refer to this list when designing their assessment strategies and the formative assessments.

The summary of ‘*Assessment Types*’ included in this ‘*Menu of Possibilities*’ is as follows

Early draft of Summative Assignment.....

Online Quiz using VLE

Annotated bibliography.....

The Patchwork Text.....

Poster Presentation

Peer-feedback on Writing

Reviewing ‘Exemplars’ of Student Work

The Reflective Learning Log

Self-assessment of Formative Essay Submission.....

Problem-Solving Exercise(s).....

The 3-2-1 Discussion.....

Question Time Debate

Formative Post-It Notes

Work in Progress (WiP) assignments.....

Designing a leaflet/pamphlet.....

Oral Assessments.....

Writing in groups

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SN	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
1.	<p>Early draft of summative assignment</p> <p>Student submits an 'outline' draft of the assignment which they are later required to submit as a summative assessment for formal marking</p>	<ul style="list-style-type: none"> Students need to have a clear direction/guidance with regards to both the purpose and content of the formative submission. A clear word limit and instructions, re-layout etc. are needed to ensure that students understand what is required of them. There needs to be an explicit link with the summative assignment that follows – and students need to understand that the feedback on the draft will have an immediate 'feed-forwards' function. 	<ul style="list-style-type: none"> If submitted via VLE, can provide evidence of robust 'engagement'. Provides opportunity to provide timely feedback on a draft outline – student has a clearer sense of what the summative submission should contain. Ensures that there is a record of an assignment's development – limits likelihood of plagiarism. Encourages 'time on task'. Enables tutor to gain insights into level of academic 'engagement' early-on. 	<ul style="list-style-type: none"> Time-consuming to mark and provide useful, diagnostic feedback. Has to be carefully managed so as to avoid marking the same submission twice. Risk of student acting on feedback on the draft and still gaining a poor mark – resulting in dissatisfaction with the usefulness of the formative feedback. Students may choose not to complete it if it is 	<ul style="list-style-type: none"> It is recommended that the draft submission is no longer than half the word length of the summative assignment. This encourages student to 'focus' on key issues/themes in a skeletal outline and avoids marking the same text twice. Timing of feedback is critical – students need to receive feedback on the draft sufficiently early to apply it in the development of the subsequent summative submission

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SN	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
			<ul style="list-style-type: none"> Promotes forward planning and discourages 'last-minute' drafting of summative work 	not a 'requirement'.	
2.	<p>Online Quiz using VLE</p> <p>Students engage with tutor-designed quiz online via VLE in their own time.</p>	<ul style="list-style-type: none"> Quiz needs to be easy to access via VLE. Online quizzes are most effective when students receive automated feedback as they are completing it. Tutor can limit time available for completion and the number of attempts permissible – strategy needs to be driven by the aims of the assignment. Whilst a 'mark' might be achieved it may be preferable to focus on designing the feedback on each question so that the outcome is improved learning, and not a mark. Students need to have a 	<ul style="list-style-type: none"> Can be easily 'monitored' as evidence of robust 'engagement'. Quiz responses provide tutor (and students) with insights on how much students have learned or progressed. Feedback is instant and automated – student receives explanations or comments on each question as they complete the exercise. Emphasis is independent study – learning outside of the 	<ul style="list-style-type: none"> Relies on students accessing VLE. VLE provides a Quiz facility but its flexibility is limited Time-consuming to design quiz questions in VLE and the feedback on each question. Time needs to be found in class to review the quiz and the quiz answers, group's performance etc Link with subsequent summative 	<ul style="list-style-type: none"> Online quizzes require care and time to design but no time at all is required to mark or provide feedback.

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		<p>clear guidance with regard to the purpose of the quiz and its formative function.</p> <ul style="list-style-type: none"> • The link between the quiz and the module 'content' or 'learning outcomes' needs to be made explicit. • Tutor needs to make link (e.g. feed-forwards) between the learning developed by the quiz and subsequent summative assessment(s) clear. • Find time to review and 'unpack' the quiz in class and revisit answers, group performance etc. 	<p>classroom at a time/place of the student's choice.</p> <ul style="list-style-type: none"> • Can be completed anytime/anywhere – at least anywhere where there is a link to the WWW. • Can be mobile-device friendly – student can engage with it on the bus or during a coffee break. • Quiz format is informal and 'fun' element can be emphasised • Provides opportunities for students to subsequently ask questions in class – tutor can use these to open-up for wider discussions. 	<p>assessment needs to be reinforced.</p> <ul style="list-style-type: none"> • Difficult to be sure that it is the student who has completed the quiz rather than a third party. 	
S	Assessment Type	Tips to make it work	Pros	Cons	Other Comments

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3.	<p>Annotated bibliography Students develop an annotated bibliography which summarises their reading up to a given point in time. The bibliography can be closely linked to the theme/focus of a subsequent summative assignment.</p>	<ul style="list-style-type: none"> • Students may be entirely unfamiliar with the concept of an annotated bibliography. The structure and purpose of the tool may need to be clearly explained and examples/templates may need to be provided so they can articulate its value with respect to their own studies. • Tutors should consider how the annotated bibliography can be directly linked to a summative exercise / assessment in order for students to perceive its full benefits. • It may be desirable for the students to include the date they accessed each source so that the tutor can gain insights into how their reading has evolved over time, and how 'effort' has been spread between weeks. 	<ul style="list-style-type: none"> • Students have to read, summarise and evaluate sources – a key transferable skill. • Can be submitted as an 'appendix' (if needed) to the summative assignment. • Enables tutors to see clear evidence of students reading and their understanding of what they have read. • Acts as a check against plagiarism / collusion – there is an 'audit' trail showing how the student's engagement with the disciplinary literature has evolved over time • Tutor can provide a ready 'template' for students to use • Can help students to 'structure' their future note-taking and build 	<ul style="list-style-type: none"> • If the link between the annotated bibliography and a summative assignment isn't made explicit, students may struggle to perceive its benefits. • Students may need guidance not only in terms of how to use the annotated bibliography, but also with respect to how they might want to make choices about what to include / exclude. 	<ul style="list-style-type: none"> • The annotated bibliography is quick and relatively simple to set, but time-consuming to mark and provide feedback. • Develops a range of important transferable skills • Develops a 'way of working' that might dramatically improve learning in future • The bibliography can be submitted either prior to the linked summative assignment, or as part of it (e.g. as a separate appendix).

SN	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
		<ul style="list-style-type: none"> The annotated bibliography can be peer-evaluated. It is also possible to 'pool' them into a single group resource (if this is deemed appropriate). 	<ul style="list-style-type: none"> resources of real value in building future assignments. Students develop critical reading skills. Can easily be submitted via VLE and demonstrate evidence of engagement. 		
4.	<p>The Patchwork Text</p> <p>This involves a structured series of short pieces of work produced over the course of a module. These are varied in style and form (e.g. presentation, critique of an article or newspaper column reflective review of a teaching session, summary of a group discussion). These pieces are discussed by students, then, at the end of the module the edited pieces are submitted along with a</p>	<ul style="list-style-type: none"> The exercise can be completed by individuals or by small groups. In a group, individuals can 'pool' resources to be included in the Patchwork Text. In a group student can collectively (or individually) write the retrospective commentary which 'stitches' the pieces together and identify 'meaning' or 'salient themes' from the assemblage. 	<ul style="list-style-type: none"> The patchwork itself – the bits contributed – may form the formative element of the assessment. The 'retrospective' overview may be treated as the summative element. The assessment is open, therefore, to some flexibility in terms of how it is conducted and assessed. It enables students to 	<ul style="list-style-type: none"> Detailed guidance may be required regarding the assignment parameters, what should be included in the 'Patchwork', and how the retrospective account should be structured. Some students may contribute more materials than others to the 	<ul style="list-style-type: none"> The task requires care/time to design the exercise and to mark or evaluate and/or provide feedback. If the reflective, retrospective account is kept reasonably brief (e.g. 1,000 words), then it could be relatively quick to evaluate. If only the Patchwork is submitted as a formative exercise,

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	<p>reflective, retrospective commentary 'stitching' it all together.</p>	<ul style="list-style-type: none"> • By including the date when pieces were contributed, the students can create an 'audit trail' which shows how the resource evolved over time and how they distributed 'effort' hours. 	<p>each contribute in a meaningful way to a common resource which may have value outside of the group</p> <ul style="list-style-type: none"> • The exercise enables students to draw on 'topical' items in the media – this lends a sense of relevance and immediacy to the learning process. • The process of collecting and contributing resources ensures that students have something to focus their efforts on between class sessions • The group-work approach encourages peer support as well as peer competition. • Can easily be submitted via VLE and demonstrate evidence of engagement. 	<p>Patchwork – tutor may need to include an element of peer assessment.</p> <ul style="list-style-type: none"> • Groups may become dysfunctional. An intervention strategy may be required by tutor. 	<p>feedback on the choice/range of sources/evidence may be needed.</p>
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S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
5	<p>Poster Presentation Completed by individual students or in small groups.</p>	<ul style="list-style-type: none"> • Poster presentations can be genuinely ‘empowering’ for students since they enable them to demonstrate learning in an unconventional format with considerable freedom in design etc. Some tutors provide a basic ‘design template’ for students to utilise – this results in a more consistent visual style, but can limit creativity. • Posters often appeal to students who favour a ‘visual’ learning style – and also facilitate the exercise of a greater range of skills than those used in traditional ‘essay’. • Tutors may wish to consider carefully what proportion of the marks available should be awarded for ‘creativity or originality’ and ‘quality of 	<ul style="list-style-type: none"> • These can be used to give students the chance to explore issues outside of those addressed in lectures, or can provide opportunities for students to reflect on (revise) topics already covered in class. • The task requires students to consult relevant sources, draw on their developing and understanding of their topic, and discuss it with the members in the group. • Students have to present ideas, concepts, findings etc it in a different format, using transferable ‘design skills’. • Posters can be 	<ul style="list-style-type: none"> • Students require clear guidance on how to choose topics, what to include, and how to layout the poster itself. • Time and space need to be dedicated to reviewing the posters in class. Tutors need to consider if there are ways that key elements of the ‘content’ can be covered using posters, rather than tutor-led lectures etc. • The ‘feedback’ process can happen orally and may include extensive use of peer feedback 	<ul style="list-style-type: none"> • The task requires care and time to design but can be relatively quick to mark - especially if peer-assessment is employed. Feedback can happen orally in class. • A number of websites now offer free download templates for poster presentations. • Extra ‘value’ can be gained by ‘exhibiting’ students’ posters in events, open days etc. This has two major advantages: firstly students’ work is exposed to a wider audience; secondly staff and other students can be invited to ‘score’ or ‘provide feedback’ on

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		the design’.	<p>‘exhibited’ and discussed in a class session and/or shared more widely.</p> <ul style="list-style-type: none"> • Peer feedback can play a valuable role. • Poster sessions can be fun and have the flavour of an ‘event’, especially if they include external participants, refreshments and prizes. 	<p>(students commenting on each other’s posters).</p> <ul style="list-style-type: none"> • Posters may be difficult to submit in e-copy format due to file-size constraints. 	<p>the posters too – something which could be built into the formative feedback process.</p>
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
6	<p>Peer-feedback on Writing</p> <p>This peer assessment is particularly useful for the writing process. Students are paired and asked to read each other’s written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (the wish). Before implementing this</p>	<ul style="list-style-type: none"> • Ask each student to write 500 words about a key theme/topic from a choice of three or four • Then get students to review each other’s work in class. • Allow time for students to discuss and carry-out reciprocal review of each other’s work. • Then ask each student to award two stars and a wish 	<ul style="list-style-type: none"> • Student-led. • Requires students to use evaluative skills. • Gets students to work together (good ice-breaker) • Involves peer learning and collective input. • Requires students to think carefully about areas where their own 	<ul style="list-style-type: none"> • Some students may be unfamiliar with the notion of peer assessment and providing peer feedback. Some may feel self-conscious about sharing their written work with fellow students – even if 	<ul style="list-style-type: none"> • This is a tried, tested and proven model of formative assessment that has been extensively employed for many years. There is no reason at all why it should not be as effective (or even more so) in a HE setting.

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	<p>strategy, students must be trained on the process of providing appropriate feedback to their peers. The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between the partners.</p>	<p>(2 positives and 1 item for future development).</p> <ul style="list-style-type: none"> • Tutor summarise some of the positives and all of the 'future development' items – provides a copy to the class as an aide memoire. 	<p>work could be enhanced in future.</p> <ul style="list-style-type: none"> • Involvement of tutor time is minimal in terms of overseeing the process 	<p>it is only 500 words.</p> <ul style="list-style-type: none"> • Needs to be carefully managed – students may need some guidance and advice regarding the peer assessment process. • Time needs to be dedicated to ensuring sufficient discussion, and summarising at end of the process. 	
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
7	<p>Reviewing 'Exemplars' of Student Work</p> <p>Circulate anonymised examples of essays/projects etc. and review/analyse in class</p>	<ul style="list-style-type: none"> • Some staff favour sharing just 1st class 'exemplars' so that students understand better how they need to develop their approach to gain the highest marks. 	<ul style="list-style-type: none"> • Copies of student work are readily available and anonymous submission means that scripts are often 	<ul style="list-style-type: none"> • Ideally, students should be warned in advance that their work may be used for this kind of purpose, or 	<ul style="list-style-type: none"> • The task is relatively easy to design and can be discussed in class without need for written feedback.

	<p>with students. This kind of formative exercise has a powerful impact on students and is often highly effective in 'de-mystifying' the assessment process, assessment criteria, staff expectations, structure, analysis, written English requirements etc. Mock marking exercises can be highly effective – though it is probably best to give students a chance to indicate their preferred mark anonymously. Comparing students' marks with the real (actual) mark and feedback can usefully reveal differences/gulf between students' expectations and those of staff.</p>	<ul style="list-style-type: none"> Others prefer to share both weak and strong exemplars which illustrate both ineffective and effective study strategies. Some staff combine with a detailed examination of the marking descriptors, or consider in relation to other ways of conceptualising student learning, such as Bloom's <i>Taxonomy</i>, which can be mapped against the marking bands. 	<p>already 'anonymised'. However, exemplars need to be chosen carefully to demonstrate or illustrate key themes.</p>	<p>their permission should be sought.</p> <ul style="list-style-type: none"> Exercises like this require dedicated time in class or in seminars to explore fully the qualities of the exemplars and to give students opportunities to work in groups, unpack assessment criteria etc. 	
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
8	<p>The Reflective Learning Log Students produce a reflective short written</p>	<ul style="list-style-type: none"> The weekly reports can be very informal, only 1 side of A4, and even handed-in 	<ul style="list-style-type: none"> Enhances levels of continual engagement and 'effort' across the 	<ul style="list-style-type: none"> Some students may struggle with the weekly 	<ul style="list-style-type: none"> It is relatively easy and quick to set the assessment and

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	<p>'report' each week which contributes to a Reflective Learning Log. The idea of the weekly log/report is to encourage the students to continue thinking about what they have learned in seminars from week to week, and to interpret in narrative form the links across the semester".</p>	<p>anonymously.</p> <ul style="list-style-type: none"> Tutors sometimes provide brief feedback on the weekly reports. In some cases, tutors have tutorials to discuss weekly logs. The 'formative' Log entries can be pulled together with a reflective narrative/analysis in a summative submission. Students need to be guided with regard to the nature of the 'reflection' required. 	<p>semester.</p> <ul style="list-style-type: none"> Encourages the development of continual reflection. Helps students to take responsibility for their own learning Can link to a subsequent summative assignment. Can be very informal, or submitted via VLE. Provides evidence of engagement. 	<p>demands placed on them to 'reflect' and provide learning reports.</p> <ul style="list-style-type: none"> The manner of providing feedback needs careful management if the time commitment is to be kept within reasonable bounds 	<p>provide guidance and regular briefing thereafter.</p>
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
9	<p>Self-assessment of formative essay submission</p>	<ul style="list-style-type: none"> A self-assessment checklist or 'set of criteria' can be provided to students which they complete prior to submission of the formative essay. The students reflect on how well they have met the criteria. Tutor can then use the same checklist or criteria 	<ul style="list-style-type: none"> Encourages reflection and self-assessment an important translatable skills of value in the workplace Encourages students to be more 'critical' of their own work prior to submission – helps to 'iron-out' common 	<ul style="list-style-type: none"> The value of the assignment for future modules (feed-forwards) needs to be clearly articulated for students to engage effectively and enthusiastically 	<ul style="list-style-type: none"> The task is relatively quick to design and set and use of checklist means feedback demands are not overly onerous for the tutor.

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		<p>when providing feedback. This can be used to provide rapid feedback.</p> <ul style="list-style-type: none"> Some tutors combine the exercise with workshops where resources/evidence are reviewed, and aspects of the essay/report are unpacked in more detail. Students need to be provided with some guidance on how to self-assess, and how to apply the criteria in the self-assessment checklist 	<p>problems in writing etc.</p> <ul style="list-style-type: none"> Provides a clear reference frame against which students evaluate their performance The use of the checklist form means that providing feedback is relatively quick and simple. 		
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
10	<p>Problem-Solving Exercise(s)</p> <p>This kind of approach to formative assessment involves setting students a series of ‘problems’ to explore in groups.</p>	<ul style="list-style-type: none"> In this kind of formative assessment to work most effectively, some care may need to be taken when splitting the class into groups in order to ensure ‘balanced’ groups. Some guidance and preparation for the group-working process may be necessary – e.g. effective 	<ul style="list-style-type: none"> Student-led approach – enhances student autonomy and self-directed learning strategies. Takes the emphasis off tutor ‘delivering content’ and places greater emphasis on tutor as a ‘facilitator’. Students gain sense 	<ul style="list-style-type: none"> Success of this formative assessment is highly dependent on students being equipped to work effectively in groups, and being provided with suitable ‘problems’ and 	<ul style="list-style-type: none"> Some up-front design of problems, materials/resources is required.

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		<p>strategies, accommodating differences in learning styles, awareness of team role theory etc.</p> <ul style="list-style-type: none"> Careful planning re provision of 'problems' and group learning resources in required. Student-led problem-solving workshops may need to be backed-up with group tutorials. 	<p>of achievement by solving problems presented to them</p> <ul style="list-style-type: none"> Students gain profound insights into the subject/discipline. Develops study strategies likely to be important for success in subsequent modules. Emphasis on team-working and problem-solving develops employability skills and attitudes. 	<p>resources required to explore them.</p> <ul style="list-style-type: none"> Groups may become dysfunctional – tutor needs to have strategies in place to deal with the problems that occasionally arise from group work. Some students may not engage, some may invest more 'effort' than others. 	
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
11	<p>The 3-2-1 Discussion</p> <p>3 - Things you found out about the topic.</p> <p>2 - Interesting things about the topic.</p> <p>1 - Question you still have</p>	<ul style="list-style-type: none"> The whole 3-2-1 exercise can be done in 'real-time' in class, or can be set as a small exercise to be completed in time for discussion at the subsequent class session If students send their 3-2-1 	<ul style="list-style-type: none"> It is student-centred and student-led. The students' 3-2-1 points can inform the entire structure of the class or the subsequent class session. It is easy to set, and 	<ul style="list-style-type: none"> Very few disadvantages to this kind of exercise – except that, of course, it does require appropriate allocation of time 	<ul style="list-style-type: none"> The exercise is simple to set, requires no written feedback from the tutor, and involves no marking'. All feedback, guidance is provided

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	<p>about the topic.</p> <p>This gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still partial or vague.</p>	<p>points to the tutor, the tutor can then draw on them to structure the class session/seminar.</p> <ul style="list-style-type: none"> • Experience indicates that this is highly effective in engaging students since the discussion is based around their own ideas, the information they have found, and the question(s) they flagged. 	<p>the tutor acts primarily as a 'facilitator' in the class session built around the 3-2-1 points.</p> <ul style="list-style-type: none"> • Where students 'flag' things they are unclear about, it provides the tutor with an opportunity to 'target' these areas effectively prior to completion of an exam or summative assignment. • Students share their 3-2-1 points. This can be done anonymously so as to avoid any self-consciousness, anxiety or potential 'loss of face'. 	<p>in class/seminar.</p>	<p>orally in the class.</p>
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
12	<p>Question Time Debate</p> <p>Students are required to prepare an evidenced response around a</p>		<ul style="list-style-type: none"> • Students have the opportunity to practice and rehearse the key arguments regarding 	<ul style="list-style-type: none"> • For an effective Question Time debate, tutors need to think of 	<ul style="list-style-type: none"> • This activity is simple to set and requires no written feedback from tutors. All

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	<p>particular question or statement in the format of BBC Question Time.</p> <p>In small groups, students have 5-10 minutes to present their view and argument. This is then followed by wider discussion and questions from the audience. Students also submit a hand-out with the key substantiated arguments.</p>	<ul style="list-style-type: none"> • The lecturer or students can create the questions and statements • Some guidance for the types of 'questions from the audience' to ask supports students to generate open questions; • Students can be given the role of summarising the key features of the discussion at the end of the debate. 	<p>particular concepts and issues;</p> <ul style="list-style-type: none"> • Students have the opportunity to develop their knowledge and understanding through the use of relevant literature and sources; • Students can develop synthesis of arguments and summary-making skills; • Tutors are able to listen to students articulate viewpoints and understanding to formatively assess learning which is taking place; • Tutors can use the opportunity to feed-forward. 	<p>questions from the audience in case students don't develop many;</p> <ul style="list-style-type: none"> • Students may be unwilling to ask questions and others will dominate discussion so it is important to develop a 'safe' atmosphere for the debate to be held in. It may be appropriate to establish some ground rules for the debate. 	<p>guidance is provided orally by tutors and peers.</p>
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
13	<p>Formative Post-It Notes</p> <p>This activity is ideal for</p>	<ul style="list-style-type: none"> • The lecturer is able to informally assess the 	<ul style="list-style-type: none"> • Tutors can assess the learning and 	<ul style="list-style-type: none"> • Some students may need longer 	<ul style="list-style-type: none"> • The activity doesn't add to the lecturer's

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	<p>larger cohorts of students and suitable for lectures as well as seminars. After presentation of information, the lecturer asks students to summarise the concept of the lecture on post-it notes. Crucially, the summary should be approximately two sentences. The lecturer checks over then during a short break/activity and selects a sample of responses. Making sure the responses are anonymous, they are then discussed, by inviting the students to comment.</p>	<p>learning of the students and check levels of understanding;</p> <ul style="list-style-type: none"> • This method gives students and the lecturer the opportunity to clarify any misconceptions 	<p>understanding of large cohorts of students in a relatively short time-period</p> <ul style="list-style-type: none"> • Any misconceptions of understanding can be addressed in a timely manner 	<p>time to absorb the learning and may not like being questioned on the spot.</p> <ul style="list-style-type: none"> • To overcome this, lecturers can explicitly tell the students that this will feature towards the end of the lecture. 	<p>workload – it is simply a matter of changing, in a small way, the use of time in lectures or seminars.</p>
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
14	<p>Work in Progress (WiP) assignments</p> <p>Students complete two essays. One is submitted mid-semester and one at the end. As part of the second assignment</p>	<ul style="list-style-type: none"> • This activity encourages students to reflect on aspects of feed-forward tutor comments. • Students have the opportunity to engage in formative/developmental 	<ul style="list-style-type: none"> • Tutors can assess students' understanding and utilisation of the feedback. • It provides students with an opportunity to 	<ul style="list-style-type: none"> • Students may not wish to engage with the feed-forward comments • Students may not understand the 	<ul style="list-style-type: none"> • This involves giving feedback twice, but emphasis on final submission.

	students are required to indicate how they have responded to feedback outlined in the first submission.	process of essay writing	develop an understanding of the feedback writing process	comments so guidance/ intervention needs to be provided so they have the opportunity to ask questions.	
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
15	<p>Designing a leaflet/pamphlet</p> <p>This type of formative assignment requires students to write for a particular audience and this helps students to communicate, and make connections with ideas rather than just feeling that 'nobody really reads it, just lecturers'.</p> <p>In this assignment tutors specify a 'real' audience and ask students to present concepts in a clear and accessible way, and without misrepresenting or</p>	<ul style="list-style-type: none"> • Give the leaflet a 'real-world' setting, for example an audience that they may encounter in future employment. • Tell the students that the best examples will be seen by a wider audience, or used 'for real'. 	<ul style="list-style-type: none"> • Students often greet this activity with enthusiasm as they find it more realistic than the academic essay. • As students have to fully understand the subject matter to communicate it to the lay audience, tutors can see if students have fully understood the topic or not. 	<ul style="list-style-type: none"> • Very few disadvantages to this kind of exercise, except for the problem that students will engage at various levels and with differing effort input 	<ul style="list-style-type: none"> • The activity needs some thought on the purpose of the leaflet, or a 'design framework' might be required to provide guidance, but generally speaking this kind of assignment should not add considerably to workloads. • It could also be used as basis for a competitive element within the group to promote group work etc.

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	<p>simplifying the subject. Generally, this assignment seems to enthuse students and requires them to read around the subject because they are required to fully understand the literature to be able to present it clearly.</p>				<ul style="list-style-type: none"> An early version might be formative, with more polished version having a summative function.
S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
16	<p>Oral Assessments</p> <p>This formative activity draws on the use of individual 15 minute viva, where the students are asked 'unseen' questions on the topic or wider subject.</p>	<ul style="list-style-type: none"> To promote student engagement, students can be asked to create their own questions as a class and the tutors can select from these. 	<ul style="list-style-type: none"> Oral assessments can be completed efficiently during a class or tutorial. This type of assessment means students are given the opportunity to verbally communicate their understanding rather than writing it down like the traditional essay. 	<ul style="list-style-type: none"> Some students may find it difficult to articulate their understanding in this different format so care needs to be taken to ensure they are appropriately guided. 	<ul style="list-style-type: none"> The time and care is needed, to establish the choice of questions to be asked, but feedback can be quick and immediate

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S N	Assessment Type	Tips to make it work	Pros	Cons	Other Comments
17	<p>Writing in groups</p> <p>This activity enables students to work together on tasks rather than in isolation (as they often do when writing academic essays).</p> <p>Students are required to write short pieces about particular concepts and ideas and discuss these in small groups.</p> <p>For example, it could be a handbook on a particular subject. The summative assessment could be to individually write an introduction to the handbook and draw on the short pieces. The second piece could require students to critically reflect on their choices and the process.</p>	<ul style="list-style-type: none"> Give students an example of a handbook that represents an authentic document within the workplace. 	<ul style="list-style-type: none"> The students feel enthused at the prospect of a realistic activity as opposed to the traditional academic essay. 	<ul style="list-style-type: none"> Students may not wish to work in small groups and share ideas. 	<ul style="list-style-type: none"> The time and care is needed to develop the exercise and give it a 'real world' feel and focus. Time is also needed to provide feedback to groups and/or the individuals involved.