QMU Examples – Formative Assessment

The following examples come from across QMU, and are described in varying levels of detail. Further detail is available from the staff concerned. What the examples demonstrate is the range of approaches to formative assessment and its different purposes. In some cases, it is difficult to discern what are learning and teaching activities and what is assessment – the boundaries are blurred, as might be expected when staff are trying to use assessment for learning. What is clear is that formative assessment is very widely used at QMU as part of our pedagogical repertoire.

Nursing – N4241: Critical Practice 4: Preparation for Transition
Caroline Gibson (cgiebson@qmu.ac.uk)

Key Words: Group simulation, Peer observation, Reflection, Learning Styles

Formative verbal feedback is an integral part of the use of clinical simulation with structured debriefing in this module, which is the final clinical practice module undertaken prior to graduation and registration with NMC. Nursing students are invited to attend a medical emergency study day. The study day allows the students to participate in 4 simulated medical emergency scenarios and apply the procedural, problem solving and communication skills that they had acquired throughout their nursing programme. Students learn in small groups, participating in the simulated scenario in pairs. The remainder of the class observes the scenario and identifies elements of practice that they considered to be effective and what they would have done differently. Each scenario lasts for 15 – 20 minutes and is immediately followed by 40 minutes for reflection and debriefing led by the lecturer. The debriefing provides immediate lecturer and peer feedback on the students’ performance and is constructed as a learning conversation (Denning 2010) to explore the issues that emerged from the scenario. The students are encouraged to analyze aspects of their performance, including competence in clinical skills, application of evidence based practice, situational awareness, team working and problem solving skills. Simulation scenarios therefore provide opportunities for students with different learning styles, especially those who are more responsive to learning by doing, by observing and by reflecting on practice.

Psychology and Sociology, Year 1
Dr Eurig Scandrett (escandrett@qmu.ac.uk)

Key Words: Peer assessment, essay, self-critique

For first year psychology and sociology students, mid-way through their first semester (so they’ve been at university for around 6 weeks without receiving any feedback on written work), we set them two or three comprehension questions on two, fairly easy readings, which they work on during the reading week. At the first tutorial on their return, they bring in their work and exchange it, anonymously, with each other in order to peer-assess. We then give out guidance on what to look for when they are assessing – both question-specific guidance (what arguments to look out for, what common mistakes to look out for) and generic guidance (the check sheet that we will use when marking their final essay). They are encouraged to comment on the pieces that they are marking but not give a grade.

When they have their essays returned and read what their peer-assessor has written, we have group discussion about the process. The main purpose is to encourage in them a self-critical approach to writing with a knowledge of what lecturers are looking for in assessment exercises. They are not expected to agree with their peer-assessors’ comments, but they do
need to engage with the comments and justify whether they agree or not and whether they could have written it better. We explain that the lecturers are not going to mark the work because we would not have the time (there are usually around 80-90 students in the class) but if any student feels that they really struggled, or got things very wrong, then we are happy to have a look at those answers and help the student.

What's good? The students have seen the criteria that we use and have a small amount of experience of using them and doing what lecturers do when assessing work. We pick up and spend more time on the ones who are struggling, so long as they are willing to ask for the help. There is an open discussion about how to improve writing. Hopefully it will encourage students to share their work with each other more regularly and get feedback from their peers as part of the process of learning.

What's bad? The more competent students already know this and don’t learn much from the comments of their peers. Some of the better students, or the more institutionalised ones, are disappointed that they do not get a ‘grade’ from the lecturer (we are able to discuss that the point isn’t to get a ‘grade’ but to learn. However everything else in the ‘hidden curriculum’ tells them that the grade is the most important thing! Hopefully they also start to critique the hidden curriculum!). Some of the students who ask for more help don’t need it so we spend time with the more demanding ones rather than the more needy ones. Some of the students who lack confidence are reluctant to write critical comments on another student’s work. We miss some students who don’t realise they need help or lack confidence to ask for help. All the critical work is during a tutorial, so students who have done the work but are absent on the day have no way of benefiting from it.

In short, it is far from perfect but is a small way to encourage critical reflection on their writing skills without over-burdening lecturers.

Nursing – N2343: Catering for the Adult with Altered Health Status
Caroline Gibson (c.gibson@qmu.ac.uk)

Key Words: Enquiry-based learning, Reflective account, Self-assessment, Responding to feedback

This module uses an Enquiry Based Learning methodology. In the reflective account (1000-500 words) students are asked to reflect on their contribution to the group work and process of enquiry in one of the cases studied. In addition, they are asked to allocate their work a mark, and give a rationale for this i.e. to explain why they think their assignment deserves the marks they have allocated to it. Students, therefore, require to be familiar with the marking guidelines and the institution’s attributes of undergraduate performance. The module team provide written formative feedback on this assignment. Students are then asked to resubmit the assignment as part of the summative assessment with a brief explanation (100-200 words) of how they have responded to the feedback given on the earlier draft. The programme team consider that this encourages students to engage with the formative feedback, to recognise strengths in their reflective writing and help them to address areas in need of improvement.

Marketing, Retailing and Consumer Studies
Mike Pretious (mpretious@qmu.ac.uk)

Key Words: Formative peer and lecturer assessment of wikis
I use wikis for summative assessment on several modules now, including for Fashion Marketing and for the postgraduate Community Impact and Practice.

Formative feedback is provided during the semester on the development and content of these wikis, both in classroom laboratory sessions (often with participation from the CAP technology-enhanced learning team) and through using the facility of the wiki in Google Sites to add comments to each wiki page developed by the students.

**Nursing – NM234: Current Issues in Higher Education**
Dr Margaret Smith (msmith@qmu.ac.uk)

*Key Words: Student-led discussion; Critical appraisal*

The aim of the module is to ‘offer participants the opportunity to explore, in depth, a number of issues currently influencing higher education’, including government policies and philosophical stances. For formative assessment, students are asked to present an argument for and against selected education initiatives driven by external agencies and internal organisational agenda. They are asked to cover:

- their proposed topic for study and development of the seminar
- how the ideological stance and beliefs of different stakeholders will influence and affect their topic
- a brief outline of a topic to present and discuss with peers in class and on-line in the Blackboard HUB discussion area.

This allows students to practise the application of peer assessment and marking criteria in preparation for the final day of the module, when they have summative seminar presentations.

**Occupational Therapy**
Elaine Ballantyne (eballantyne@qmu.ac.uk)

*Key Words: Formative Viva; Case study; Group presentations*

We have vivas throughout the programme. There is a formative viva to prepare the students for the summative viva. We use videos from previous years and we use a case study that they work on. They present it in a group and then have an individual presentation of a case.

**PR – Media Campaigning, Year 2**
Ann Turner (aturner@qmu.ac.uk)

*Key Words: Problem-based learning; Group work; Mock open book exam; Peer assessment; Support for direct entrants; Diagnosing learning needs*

We set a formative assessment in week 5. Students are working in small groups developing a media strategy in response to a client brief and our approach is problem based learning. To help them reflect on the theory covered in the first few weeks and apply it to practice we set an open book mock exam. Students are required to answer one question from a previous paper, and have one week to complete the task. They bring the work to the next seminar. We give them marking criteria and explain what we are looking for in an answer. Students then mark each other’s papers and give one-to-one feedback. This is followed by a general
feedback session on understanding what the question is asking, the strengths of the work and areas for improvement. It also provides us with an opportunity to discuss exam expectations in terms of structuring answers, referencing, and the importance of reflecting on theory to ensure it is underpinning practical decision-making. If there are any misunderstandings of theory covered to date we can review and clarify.

Students completing the task find it very beneficial as a way of benchmarking how much they understand and have learnt on the module. It highlights areas that need more attention and focus. It ensures all members of the student groups are thinking and reflecting on the project being undertaken and draws attention to individuals who are ‘loafing’ or passively carrying out tasks without due consideration of the issues. It also highlights to students the process of marking and how lecturers judge the quality of their submissions against set criteria.

We have a significant number of direct entrants to level 2 who may not have sat an exam before and are quite anxious about this form of assessment. This is a way to reduce their anxiety and help them prepare for the summative exam. It also provides a further opportunity to remind students about the additional support they can receive through the Effective Learning Service. So all in all the teaching team on this module finds this formative assessment very beneficial for the students and time efficient for lecturers, as students are peer marking, our feedback is prompt and everyone benefits from a general discussion on the merits of various arguments and how they are structured.

B1074 Business Economics and B2077 Operations Management
Dr Ian Elliott (ielliott@qmu.ac.uk)

Key Words: MCQ; Mock exam

B1074 Business Economics is common core for Events Management and Business Management, and B2077 Operations Management is subject core for Business Management and an option for all BEAM programmes. To provide formative assessment for these large groups, I use a number of different approaches: They do a multiple choice test at the start of every seminar, using a simple show of hands. I also offer a mock exam half way through the semester. Also, I often get the students to prepare a presentation either before or sometimes during class and then give feedback on how they did.

MA in Arts and Cultural Management
David Stevenson (dstevenson@qmu.ac.uk)

Key Words: Anonymous peer assessment; Group work; Understanding marking

I have given students a small group activity to produce a document related to the work we have been doing. The groups have submitted this to me over the course of the week and then I have distributed them to other groups in the following week’s class, where they have anonymously marked them. The groups then give the feedback to each other on how they could have improved this document. I think this has worked very well as it

1. Encourages them to look at their own work with a more critical eye before submission and
2. Helps them to better understand how summative submissions are marked and, thus, how their own work may be graded.

This obviously works better with more practical 'knowledge-based' activities such as producing a job description or conducting a risk analysis, but it has its place.

**MSc Post-Reg Physiotherapy, Global Perspectives module**
Dr Stella Howden ([showden@qmu.ac.uk](mailto:showden@qmu.ac.uk))

*Key Words: Formative submission of summative writing*

We encourage all students to submit a written outline of their summative assignment. We then give written feedback on this outline (formative feedback form in Appendix 2), which they use to inform the development of their final written piece.

Student feedback is very positive and when staff look back at the formative feedback, it is evident that most students have used the formative feedback to inform the summative product.

**Audiology, MSc Aural Rehabilitation, Advanced Practice**
Liz Ross ([lross@qmu.ac.uk](mailto:lross@qmu.ac.uk))

*Key words: Real world formatives; formative feeding in to summative; online*

This module has 2 formative assessments:
1. design a patient booklet
2. outline a plan for voluntary agencies.
Followed by -
3. summative business plan and audit of new service.

I use the 1st formative assessment to get students to think of service delivery from a consumer viewpoint. A booklet is really just a framework for thinking about what a patient feels about their hearing loss, what support they are seeking etc. I accept bullet points; mind mapping or a full booklet. Really just looking for an understanding of the patient's viewpoint of their own needs.

In the 2nd formative assignment, they have to either
a) be an audiology service who wants to bring in a 3rd sector provider - so they look at how they would decide what provision is needed, training for staff, governance etc.
b) be a 3rd sector provider who wishes to start a service for an audiology clinic - similar to before but looking at it from the other side.

All of the above assessments are supported by information to the student explaining how this will work towards their final assessment. I allow use of material from formatives to be added into the summative as I expect to see the concepts from their formatives being discussed in the summative. Feedback is given on all formatives.

*How well it works?* This has been the 1st year of this online module. I think some students did not expect the workload when they decided to undertake the course. However the majority seemed to see the logic of the assessments and in the summative, which has just come in, some students have really understood the whole process. Next year I would stress the 1st formative's importance. I think in the summative some have lost that perspective,
perhaps because it was early on in the module. 2nd formative - I might push the b) option more next time as it makes the student think out of the box more.

In general I like formatives. It gives an opportunity to let the student explore issues which give background to the formative without the worry of a ‘mark’ they can be quite bold. However it is definitely a case of all arrows pointing in the same direction or it is not useful.

**Physiotherapy (and other Health Science PG programmes) – Learning Methodologies**

Dr Cathy Bulley (cbulley@qmu.ac.uk)

*Key Words: Early diagnostic formative assessment; Research Readiness Self-assessment; Discussion with PAT*

Learning Methodologies aims to help students develop awareness and capabilities regarding Master’s level learning strategies and tools, in order to support all modules: ([http://www.qmu.ac.uk/gp/PdfDocs/CatheyBulleySupportingStudySkillsMar2012update.pdf](http://www.qmu.ac.uk/gp/PdfDocs/CatheyBulleySupportingStudySkillsMar2012update.pdf)). There are two examples of early, diagnostic formative assessment:

- On day 1, and again after 3 weeks of intensive input, we ask students to complete the electronic ‘Research Readiness Self-Assessment’ that the LRC staff have been trialling. Rather than only including self-perceptions of readiness to study, which can be flawed, this tests their abilities in the following categories: ‘research and library experience,’ ‘beliefs about browsing the internet,’ ‘perceived research skills,’ ‘obtaining information,’ ‘evaluating information,’ ‘understanding of plagiarism’ and ‘overall score’. The score is used to help them decide which Learning Methodologies classes to attend, and then to see how they have improved after the first three weeks. This was used for the first time last September – the tool was very useful and students appeared to value the automated email that they received from the site, providing feedback and guidance on their areas of weakness. However, fewer students than hoped completed the assessment again after the three week period, and we need to encourage them to do that for their own benefit, and to enable the team to evaluate their learning.

- The second formative assessment is the 1500 word essay that is marked within each Programme, and informs a discussion between the Personal Academic Tutor and student about what they need to do to improve their academic abilities, alongside their module studies. Student feedback from different programmes indicates that the early feedback on their writing, and in particular the opportunity to discuss this with their Personal Academic Tutor, is highly valued and beneficial.

**Speech and Language Therapy, Year 3**

Louise Cotton (lcotton@qmu.ac.uk)

*Key Words: Real world-related MCQ; Peer-commented worksheets*

We use a multiple choice exam to assess our third year UGs’ knowledge of aphasia. This type of assessment works where an in-depth knowledge of cog neuro models is required for diagnosis and therapy - and reflects how in the ‘real’ world our SLT students, once qualified and working in this area, will be under time pressures to make an accurate diagnosis of a patient’s profile of strengths and weaknesses to inform therapy. In order to do this, they must have a clear idea of individual profiles of impairment, which can get confused.
In this same module we also use case studies where students are given a sample of expressive language or a written sample and asked to discuss in small groups an area of case management: i.e. further assessment of profile strengths and weaknesses using a cognitive model, diagnosis in terms of ‘type’ of disorder, and implications for therapy.

We also have subscribed access as part of this module to Patient Assessment Training System (PATSy) - a database of patient data set up by Edinburgh University - which is unique in that it contains language samples, test data, some medical background information on real (anonymised) stroke patients who have consented to giving this data. They have a one-hour session learning how to navigate the programme, and can then work independently. In this way as an instructor I can set the students fortnightly self-guided learning tasks by asking them to look at a specific patient with a specific type of aphasia, which runs in parallel to the lecture series. I can control what information they can / cannot see and ask them to administer tests on these data, make a diagnosis, and compare / contrast patients. I can also monitor who within each group has or has not logged on to the programme to look at the data.

In this way students are given fortnightly worksheets which they all work on in allocated groups and submit to me. In the past we have not given feedback, as the group responses would be put up on the Hub and they would compare answers within groups. However, students have requested that we give them answers once they have submitted their worksheets, and this year we will post answers once all worksheets are received fortnightly.

The PATSy programme is unique as students can work both independently AND in groups and this time counts towards required practice-based related hours, which are cumulative across the BSc programme in compliance with RCSLT guidelines for qualifying SLT courses.

**Events Management**
Professor Joe Goldblatt (jgoldblatt@qmu.ac.uk)

*Key Words: student debate with peer feedback; progression diagnosis*

I use a forensic debate in week two and repeat in week eleven. The topic is related to the module content, for example, “Resolve: The Olympic Games should be discontinued due to cost, cheating and terrorism.”

The student team of 3 persons is given 15 minutes to prepare their arguments. Then the students must be prepared to debate both sides of the argument, for or against. A flip of a coin determines whether they will be for or against. The rest of the class is given score and comment sheets to provide feedback. I then collate the scores and feedback and post immediately on the Hub. This exercise is repeated in week eleven to demonstrate their growth and progression.

**Audiology, Dip HAA, Level 2**
Liz Ross (lross@qmu.ac.uk)

*Key Words: Multi-disciplinary teams; poster task; online; communication*

**Module Multi Disciplinary team-working: Formative - design a poster**
This is an online module, and I specify teams have to be made of students who do not have face to face contact. They have a simple case study poster to make. However, the main purpose is to let them see how you need to organise yourselves to work within a team to complete a task. I make this harder by insisting they do not meet, so communication
problems are likely to arise. The summative assessment is an individual reflective essay about an example of team working from their practice. The formative gives them an opportunity to see in real life the process of organising what is required.

**How well it works?** It varies between teams as to how complete the submissions are - but I see that as part of the learning. If it is very detailed they have communicated well. If it is poor then there may have been problems. I give feedback about the process as well as the actual submission.

**Hospitality and Tourism Management, Contemporary Food and Drink module, Level 3**
Trevor Laffin (tlaffin@qmu.ac.uk)

*Key Words: PowerPoint presentation; peer and tutor feedback*

In preparation for a poster presentation, students are required to prepare a 4-slide PowerPoint presentation which encompasses various issues relating to the problem they are researching. This must include the aim of the research, their progress to date (this takes place in week 6 out of a 10 week programme) and what still has to be done. They are given written feedback by the tutor and their peers are invited to comment on the presentation. Feedback relates to both the content of the presentation and also their presentation skills. This has proven to be very helpful in the past and students who have engaged fully with the module appreciate the benefit of doing this.

**Biochemistry, Level 1**
Dr Jane McKenzie (jmckenzie@qmu.ac.uk)

*Key Words: Mini exam; self-assessment with marking guidance; preparation for summative exam*

As this is a 20 credit module with a lab report and summative exam in Semester 2, we felt that a formative mini-exam at the end of Semester 1 would be really helpful to the students in assessing their progress and also highlighting areas of concern.

We provide the online exam in week 14 and release the answers in week 19. The format of the mini-exam is identical to the summative exam, only is it much shorter and students are advised to try to keep to the 30min allocated time when completing. This not only gives level 1 students an opportunity to experience exam type questions but also allows them to gauge their understanding of the Semester 1 topics covered. The answers are fully worked out (based on previous exam questions), indicating where marks would be allocated and also explaining the derivation of the answers. We also provide feedback on where students had previously lost mark/encountered problems in answering these questions, but also ask the current students for their feedback to address some specific issues.

We also introduced a mini-exam towards the end of Semester 2, following the same format. We introduced this last academic year and the students found it helpful at the time and also as a study aid in preparing for the summative exam.
Events Management, Year 2
Dr Rebecca Finkel (rfinkel@qmu.ac.uk)

*Key Words: Peer feedback; presentations*

This module culminates in live events. During Week 4 of Semester 2, each team gives a short presentation in class to discuss the events they will be running the next month. Their presentation covers not only what they are going to be doing regarding marketing, budgets, event timeline, etc., but they also have to support their decisions with the academic literature.

Students are given feedback on the style and content of their presentations, from both the tutor and their peers. In this way, they all exchange ideas about their events and what worked and didn't work in their experiences in research, design, planning, coordination and evaluation. This learning can then be applied to a real world scenario. It also marries the conceptual and the practical, which is the core of the subject. The teams benefit from peer feedback, rather than the usual tutor feedback.

Speech and Language Therapy, S2016 2nd year Practical Phonetics
Dr Ben Matthews (bmatthews@qmu.ac.uk)

*Key Words: Self-assessment; error diagnosis*

Half way through the module, students do a transcription assessment which they themselves mark against a range of possible answers. They then have a checklist multiple-choice form which they use to categorise their error patterns and flag up areas they need to work on. These are handed in electronically.

Occupational Therapy, Level 1
Gail Carin-Levy (gcarin-levy@qmu.ac.uk) and Heather Hunter (hhunter@qmu.ac.uk)

*Key Words: Practice for summative; Extensive feedback; PAT marking*

In OT level 1 we use a wide variety of formative assessments. They are of course all worth mentioning, but one example is:

In the first few weeks of level 1 OT the students are asked to submit a 500 word essay. This is a straightforward task which allows the students to work out the correct submission and presentation process, so it gives them a bit of a practice run before the summative assignments are due.

The essays are marked by the PATs and tutors are encouraged to annotate widely and give extensive comments about the work to enhance the learning experience. The assignment helps staff at an early stage to identify those students who may have particular difficulty with writing essays and who may benefit from support from the Effective Learning Service and/or assessment re a potential specific learning difficulty. The students then learn (hopefully!) from the experience, take on board the comments and proceed to produce their summative essays.
We have no hard data on this but this is the second year we have done this, and we have seen the general standard of essays elevated, in comparison to level 1 essays where we did not give them a practice run.

**Speech and Language Therapy, PG Dip**

Dr Joan Ma ([jma@qmu.ac.uk](mailto:jma@qmu.ac.uk))

*Key Words: Formative quiz; multiple attempts; independent learning*

In one of their first year first semester modules, they are given materials for guided independent learning. A formative quiz is set up on the Hub, and students have to complete it within their first year, but they can attempt it as many times as they want. Generally, it sets a standard that the students have to achieve through their independent learning.

**Physiotherapy, PM068 Clinical Measurement Science**

Dr Judith Lane ([jlane@qmu.ac.uk](mailto:jlane@qmu.ac.uk))

*Key Words: Staged formative assessment;*

Students are offered several opportunities through the module for formative feedback. These are staged and linked directly to the final summative assignment:

- Group presentation – formal formative feedback
- Article critique – students submit these to the Hub discussion board where students then receive feedback. All students can see all submissions and feedback so they can learn from each other
- Submission of a plan for the first section of their summative assignment – formal formative feedback
- Group presentation of final results.

These four opportunities are within one module. I think the second formative opportunity is the one which works best. Students feel this is an area for development, and they like being able to learn from each other too. However I don’t think this would necessarily work with all groups, given different group characteristics.

**Speech and Language Therapy, Acquired Neuropathologies module**

Dr Joan Ma ([jma@qmu.ac.uk](mailto:jma@qmu.ac.uk))

*Key Words: Group case studies; Theory-practice links*

Groups of students are given a different case to work on throughout the semester. They have to work through the patient journey from referral, assessment, management and discharge. Students are given tasks every few weeks, and they are given feedback for each part of their tasks. These tasks are supported by what is discussed in lectures. The main reason for doing this is for the students to have a chance to apply the theories we talked about in class in practice, and to practise the clinical decision-making process. The feedback from the students is very positive, and I can see a positive change in how they answer exam questions on differential diagnosis compared with previous years.
Psychology, X4008 Atypical development
Dr Karen Goodall (kgoodall@qmu.ac.uk)

Key Words: Student-led seminars

This formative exercise involves students preparing a group presentation on a specific question relating to that week’s area of study. They are given reading suggestions, then they present to the rest of the group. They are also expected to encourage the rest of the group to engage in further discussion by preparing seminar questions. The idea behind this is to get them thinking in advance about more conceptual questions to encourage them to source suitable material that will enable them to answer the question. They are given formative feedback on the conceptual content of their presentation (as well as presentation skills).

To a certain extent this works as it certainly encourages them to be active rather than passive. It is not always well received by the student audience if the presentation is not well-prepared. In addition, some students comment that they want more ‘discussion time’. By this, I think they mean lecturer-led discussion.

Psychology, X1017 Key Studies and Issues
Dr Karen Goodall (kgoodall@qmu.ac.uk)

Key Words: Group reflection

I have tried to introduce Philosophical enquiry into seminars by posing general questions to be answered in groups, who are invited to reflect on their own prior knowledge and assumptions. The idea behind this is to get the students thinking about where their knowledge came from in the first place and how that might shape their understanding of a topic.

Radiography, Level 1 Anatomy and Physiology
Dawn Walker (dwalker@qmu.ac.uk)

Key Words: Online MCQ

This year, I used online formative multiple choice type questions regularly to

a) test student understanding of the course work every 4 weeks during semester 1, and

b) familiarise them with the online process so that they were more comfortable with the summative assessment of the module, which followed a similar pattern.

I decided to do this because in the previous year, the students weren’t tested until the summative assessment at the end of the module and the marks were poor. This gave me an idea of which areas of the module were stronger and weaker and also which students were doing the work. The students said that it focused them towards the final exam and made them more aware of their strengths and weaknesses. This, of course, was not the case with all students.

This year, the students seemed to respond well to the online type of examination and although their knowledge and understanding appeared limited during the formative assessments, they seemed to use these tests as a revision tool when working towards the
exam. The marks were significantly better this year, although this may be an unfair comparison, as the format of the summative assessment was different.

**BSc Hons Nursing**
Ailsa McMillan ([amcmillan@qmu.ac.uk](mailto:amcmillan@qmu.ac.uk))

*Key Words: Online MCQ*

**What you do, for which students, how and why:**

It can be academic work or practical work, some built in to enquiry-based learning and problem-based learning modules, with students required to use the formative feedback to prepare for their summative assignment.

Practical formative assessment can take place in skills sessions and students will take part in the process and be given feedback during the process by us or by some of our colleagues from practice. We have one 3rd year module where students write their own assessment criteria for OSCAs and then assess each other and then provide feedback.

Dissertation supervision is an ongoing process of formative assessment and feedback.

**What you think works (or not) and why:**

I think that both work as long as students are prepared for the process, including understanding the expectations of formative assessment and feedback, and have the opportunity to use the assessment and feedback in a way that is meaningful to them and their learning.

**MSc Post Registration Physiotherapy (pt), Current Concepts and Future Developments in Physiotherapy Practice module**
Billie Hurst ([bhurst@qmu.ac.uk](mailto:bhurst@qmu.ac.uk))

*Key Words: Multiple staged assessments; early feedback for Master's level study*

This is a masters level module with a credit weighting of 30. Occasionally this can be one of the first modules students undertake on the programme, so we feel they need guidance early on as to their progress. The students have a series of formative assessment pieces of varying formats – one a critical evaluation of an outcome measure (tutor feedback), one a presentation (peer and tutor feedback) and one a critical summary of a guideline (tutor feedback). The formative assessments work well as:

- they provide feedback early on in the module regarding working at Masters level,
- they gain feedback on some of their work that they can then use towards their summative assessment
- they can compare their critical evaluations from early to late on in the module
- we feel we can identify weak students early on
- the students report they like the building block approach and repeated feedback on their performance.
We use the discussion area on the Hub a lot, where students will post summaries of some of their work, read others and then make comments. The students report this also gives them feedback.

**BSc Hons Podiatry**

Dr Mairghread Ellis ([mellis@qmu.ac.uk](mailto:mellis@qmu.ac.uk))

*Key Words: Individual learning strategy; student-centred*

Formative assessment is used in our clinical practice assessment through years 1-3 - our pre HCPC registration years.

Students undertake continuous assessment during Semester 1, at the end of which the tutor in charge of them develops a **formative assessment** on their performance, set against the learning outcomes of the module. This is shared and discussed with the student and between them an individual learning strategy and outcomes can be negotiated (if needed) for Semester 2, which comprises a summative assessment report at the end of the semester.

The student is encouraged to share the formative assessment with the tutor for Semester 2, who is a different person from Semester 1.

In this way the student is centred in the formative assessment process, and has input and ownership in negotiating and developing any individual learning they need to help prepare for the summative assessment at the end of Semester 2.
Appendix 2 – Physiotherapy Feedback Form for Formative Assessment

Giving you feedback on your preparation of Assessment 1

In week 11, on 21st Nov, by 4.00pm, you are required to send an “outline” of Assessment 1 to the school office electronic drop box. The “outline” does not contribute to the module mark.

The “outline” is submitted to allow tutors to give you feedback on your preparation for the Assessment.

Feedback on the “outline” will be handed to you in class at the end of the week (26th November).

The “outline” should be inserted into the table on the following page. This table should then be posted to the relevant electronic drop-box within the Hub area by 4.00pm on 21st November. Please ensure that you include an assessment front cover sheet. The title of this formative assessment is: PM067 Formative Assessment 1_Outline.

Ensure that you do not exceed the word limit for any of these “outline” sections. If you do exceed the word limit, the “outline” will be returned to you for re-submission with the correct word limit.

Please note that in the final module assessment submission on 8th Dec, there is a penalty if you exceed the word count that is specified in your assessment documentation. You will not be given the opportunity to re-submit the final assessment if you exceed the word count. Please refer to the regulations regarding penalty for exceeding the word count. The word count on your final assessment submission should not be more than 2000 words.

The table is detailed on the following page.
### Introduction
Write no more than 50 words on what you are including in this section.

- Facts about stroke and % of death from it.
- Countries set guidelines and there are some similarities/differences.
- Areas of comparison: risk factors, preventative measures, multidisciplinary team and stroke units, role of physiotherapists in the rehabilitation in addition to choices of treatment.
- South Africa have financial barrier affecting rehabilitation.

This seems like you are on the right track.

You introduce stroke – what is it, how many are affected, what is the impact of stroke on the person, their family (in brief). What about the cost of stroke in terms of healthcare? This may be a useful background statement.

And why have you selected the countries that you have selected? What is your rationale for this?

And are you going to explain what level of comparison you are undertaking? Is this to be focused on the rehabilitation, in general, or wider issues e.g. prevention, rehabilitation, medication etc? Be clear about the level of focus of your assignment.

The last line about SA and the financial barriers does not really make any sense in relation to the other types of headings – this is getting into more detail. This may be an issue that comes up in the next section.

### Differences and similarities between the two countries that you have selected
Write no more than 100 words on what you are including in this section.

- Similar risk factors except HIV (South Africa).
- Prevention (primary- implemented in both countries /secondary implemented in Australia only.
- Ideal rehabilitation method through multidisciplinary team in stroke unit due to skills combination- minimal in South Africa and well established in Australia.
- Early discharge of patients in South Africa. (Included study)
- Both countries emphasize on physiotherapy but it's activated clearly in Australia.
- Physiotherapists in South Africa face workload.
- Choice of treatment is clear in Australia (Included study) and no literature evidence about the protocol in South Africa. This

Are you going to introduce the issue of quality of care and quality development? This is really the underpinning factor in the assignment – what frameworks and or policy supports the development of quality of care.

You are quickly moving on to describing guidance or actions that occur regarding care in each country – but remember there are broader issues to introduce as I have noted in the point just made above this.

What about a section linked to the measuring and monitoring of policy and/or frameworks for each country? Are there any? How do they perform, what does the literature say?

There may be little evidence for some countries – but ensure that you have highlighted would could be done and
can be due to limitation in multidisciplinary team. draw upon what is done in the other country as an example.

Yes – you may want to examine and discuss the barriers to quality development in each country – but remember to link it back to the main focus of the question:

For the two countries you have selected, critically compare and contrast the frameworks and policy that underpin the provision and development of quality in relation to one specific clinical area/issue.

The question is not saying critically compare and contrast the care of the patient/family at the point of provision of that care, the focus is on frameworks and policy that supports the provision and development of quality in care.

Of course – you may want to discuss some examples of the nature of care to illustrate how effective/ineffective the frameworks or policy are, but you do not want to focus all of the discussion at this level.

**Conclusion**

Write no more than 50 words on what you are including in this section.

- Stroke causes disability/death.
- Countries have to set guidelines for its management.
- Both countries did so.
- There are similarities and differences.
- Summary of each area of comparison.
- Financial limitation can end the lives of many people.

Note: I will include 3 tables from two studies in the paper within the text.

Remember that if you are going to focus at the level of guidelines you need to explain how that fits with the National level quality development policy and/or framework.

I am not sure about the reintroduction of a fact about stroke causing disability or death in the conclusion. It may not be necessary as this was part of the introduction.

You want to provide an evaluation of the key points that you made in your discussion about the difference and similarities regarding frameworks and policy – designed to improve care in the field of interest.

I cannot judge the value or lack of value of your idea to include three tables. At times tables can be useful, they must in some way be linked carefully to the main text.

Ensure that you do NOT exceed the word limit for any of these “outline” sections. If you do exceed the word limit, the “outline” will be returned to you for re-submission with the correct word limit. Please refer to the notes on previous page regarding word limit.
Appendix 3: Tools for Assessing the Efficacy of Formative Assessment

Assessment Review Checklist
This checklist is to help you review your practice for a single module. It lists the eleven FAST framework conditions and invites you to state the extent to which you believe they are being met, together with your evidence (empirical, intuitive or other). [http://www.open.ac.uk/fast/](http://www.open.ac.uk/fast/) Download guidance and template (1 page)

The Assessment Experience Questionnaire AEQ
Provides quick-and-easy evidence from students about the extent to which they perceive that their assessment meets the 11 FAST conditions of effective formative assessment. Download AEQ (2 pages) . Download AEQ scoring sheet (1 page)

Distribution of effort graph
Template for students to estimate their effort over the successive weeks of the module. Download Distribution of effort guidance and template (2 pages)

The Sheffield Hallam Questionnaire
The SHUQ is designed to explore the way students perceive the existence, value and timing of the feedback they receive through a variety of media (written, oral, electronic) and settings (individual, group). Download questionnaire (5 pages)

Self-evaluation of written feedback
Tool for tutors to evaluate their current assessment practices subjectively in relation to the FAST framework conditions. Download pdf template (1 page)

The feedback coding-tool
This tool is a qualitative system which categorises the types and level of written feedback commonly provided to students, assigning codes that can be used in the analysis of your feedback. Download guidance (3 pages)

Further Reading / Links


Integrative Assessment Enhancement Theme project: [www.enhancementthemes.ac.uk](http://www.enhancementthemes.ac.uk)


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