

A PROGRAMME APPROACH TO ASSESSMENT AND FEEDBACK

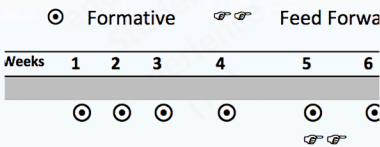
AN EXEMPLAR

Good feedback practice:

- 1 helps clarify what good performance is (goals, criteria, expected standards);
- 2 facilitates the development of self-assessment (reflection) in learning;
- 3 delivers high quality information to students about their learning;
- 4 encourages teacher and peer dialogue around learning;
- 5 encourages positive motivational beliefs and self-esteem;
- 6 provides opportunities to close the gap between current and desired performance;
- 7 provides information to teachers that can be used to help shape the teaching.

Nicol, D.J. & Macfarlane-Dick, D. (2006), *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice*, *Studies in Higher Education*, Vol 31(2), 199-218

MAP WEEK-BY-WEEK, MODULE-BY-MODULE ASSESSMENT ACTIVITY



BUILD UP A PICTURE OF PROGRAMME ACTIVITY

The MSc BOE has benefited from plotting assessment and feedback across the programme, providing further **transparency for participants** at the beginning of their module studies, and indicating to the programme team **demands of time and resource** across the academic calendar.

TAKING A VISUAL APPROACH

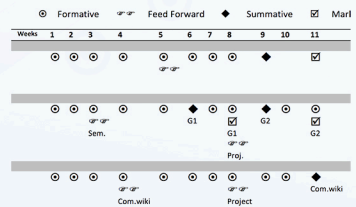
1 2 3 6 7

ENGAGING LEARNING AT KEY POINTS

2 4 5 6 7

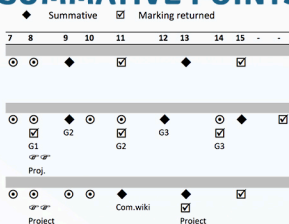
Through development and reapproval of the MSc BOE, the programme team have been motivated to 'design into' modules **formative feedback points**, provided frequently and throughout study. Points of **feed forward**, towards summative assessment, are normally offered once, and early on.

ASSESS OPPORTUNITIES FOR 'FEED FORWARD'



IS FF CONSISTENTLY POSITIONED ACROSS THE PROGRAMME?

VISUALISE MODULE SUMMATIVE POINTS



CONSIDER HOW THIS LOOKS ACROSS THE PROGRAMME

Where possible, **summative assessment** through MSc BOE modules is now marked and returned to participants within the full fifteen weeks of study. A visualisation of activity across the programme has helped the team to 'design in' summative assessment points which are realistic for participants and for the team.

INFORMING FUTURE PRACTICE

1 2 4 5 6 7