

Assessment Case Study

An assessment health check: Strengthening assessment and feedback practices in an undergraduate module

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Module: 312HSCSC Leadership and Management in Public Health

Student Level: Undergraduate (Level 6)



AN EXAMPLE OF ASSESSMENT THAT INVOLVES...

- Formative assessment
- Feedforward/ongoing feedback
- Minimising plagiarism
- An inclusive approach
- An authentic approach

AIM

Inspired by her own CPD activities (including CU's [PgCAPHE](#)), and in response to feedback from students, the tutor wished to enhance the **assessment design** in this module, with a course-based approach in mind. Assessed via two pieces of coursework, this particular module attracts mainly mature students working in health-related occupations. The module is one of four which students undertake in the final stage of their degree. In light of this, the tutor aimed to modify Coursework 2 to improve the **authenticity of the assessment** (Villarroel et al. 2018) as well as enhancing inclusivity and minimising scope for plagiarism. Also in response to student feedback, the tutor aimed to improve scope for **ongoing feedback**.

ACTIONS

The tutor developed an **assessment map** to indicate opportunities for **formative assessment** and **feedback activities**. This provided a visual guide to students of how the module enables **ongoing assessment**. Feedforward feedback is provided in formative activities during weeks 4, 5 and 6, all of which support development of the summative assessment tasks. A **self-assessment grading rubric** was also developed to enable students to assess their work prior to submission. This helps students to critique their own work, and to develop their evaluative judgment skills.

The **summative assessment brief** was redesigned to strengthen elements which had been identified for improvement. To enhance the **authenticity** of the assignment, the task was linked to the [United Nations' Sustainable Development Goals \(SDGs\)](#). Criteria within the grading rubric were modified to make reference to "professional and life skills". Another innovation was for students to choose the type of presentation that they could undertake, helping to make the assessment practice more **inclusive**. Finally, students were asked to reflect on the actions of their own organisation during Covid-19 pandemic, making the task personalised and therefore reducing **scope for plagiarism**.

IMPACT

This intervention strengthened the assessment in terms of **authenticity, inclusivity** and **opportunities for feedback**. The process of mapping the assessment helped to promote dialogue and engagement with feedback.

Going forward, it is hoped that this intervention can be built on by giving students a **choice in format** of presentation, e.g. PowerPoint, video, poster. This will further promote inclusivity for diverse learners.

SUSTAINABLE, SCALABLE OR TRANSFERABLE?

The actions outlined here could be **replicated in any subject** area, so long as course- and module-learning outcomes guide the design of the assessments.

STUDENT FEEDBACK

- *I have just received my final results, relieved and happy! [...] I know I have a broader perspective and understanding because of [this module].*
- *This module is very complex but has been taught in an interesting manner.*
- *The guest speakers have been wonderful to evidence the theory that has been taught.*
- *Stimulating, Makes me use my brain a lot more, Tutor is very good.*

MESSAGE TO PEERS

To achieve the intended learning outcomes, careful **thought and planning** is required in designing assessments. It is important to understand who your students are, and the diverse learning needs that they may have, in order to do this effectively.

EXTRACT FROM ASSESSMENT BRIEF and ASSESSMENT MAP

See next page

REFERENCE

Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018) Authentic assessment: creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.

EXTRACT FROM ASSESSMENT BRIEF

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Assessment Brief

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Module Title: Leadership and Management in Public Health			
Module Code: 312HSCSC/HSC/HSCEL			
Assessment Type: Business Plan Project	Assessment Number: 2	Study Mode: Full-time	Weighting: 60%
Submission Date: 09/04/2020	Submission Time: 18:00		
Introduction: Business plans are an important tool that guide decisions. Think of it as a roadmap to success, providing greater clarity on all aspects of your business, from marketing and finance to operations and product/service details. Writing a business plan is a crucial first step to check the viability of a business before investing time or money in it. The purpose of a business plan is to help articulate a strategy for the business. It also provides insight on steps to be taken, resources required for achieving your business goals and a timeline of anticipated results. In line with Sustainable Development Goals (SDGs) social enterprises in communities' tackles goals 1, 3, 5, 7 and 8.			
Completion of this assignment will address the following learning outcomes:			
1	Explain theories, concepts and models of management and leadership in public health and <u>community based</u> initiatives locally, nationally and internationally		
2	Analyse the historical development of the social economy and the contemporary scope for innovation and enterprise.		
5	Formulate and prepare appropriate business documents to support effective project and strategic management (to include funding proposals, marketing strategies and business plans).		
You are required to complete a business plan of 2500 words and a 500-word personal reflection on lessons learnt from the 'Dragons den' experience			
Context: The role your organization played as a social enterprise during the Covid 19 pandemic has been successful. As part of your sustainability plan in line with Sustainable Development Goals(1, 3, 5, 7 and 8), as the nation begins a journey of recovery, you are keen to ensure you continue the success of the project, in preventing such devastating impact in the future in your community. Identify and note which specific SDGs your organisation is fulfilling within your task.			
Task: Develop a business plan to secure funding for your project from any of the following funders: <ul style="list-style-type: none">- The National lottery funds- North Yorkshire County Council- BIG Lottery: awards for all			

EXTRACT FROM ASSESSMENT BRIEF (continued)

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The following text is included in the assessment brief:

Pre assessment activities

Week 4 – Research and identify the funder you want to submit your business plan, identify their key requirements for fund applications. Work on possible subheadings using potential chapters on business plan provided below, discuss this and your justification with tutor during 1-1 tutorial

Week 5- Develop and present (15 minutes) your action plan to the class (be ready to give and receive peer and tutor feedback). You can use any form of resource for your delivery (flip chart/PowerPoint/ Sway/Adobe spark etc).

Week 6- “Dragons den”- create a 10 minutes pitch of your plan and deliver to potential funder (panel of 3 funders). Write a reflection on your defence, what changes you will make etc. this will inform your 500-word personal reflection task

In addition to this assessment brief, students are also provided with assessment guidance and a marking rubric

ASSESSMENT MAP

BA PUBLIC HEALTH AND COMMUNITY STUDIES

	Week 1	2	3	4	5	6
BLOCK 1 Module 1	Formative Assessment	Formative Assessment	Summative Assessment	Formative Assessment	Formative Assessment	Summative Assessment
BLOCK 2 Module 2						
BLOCK 3 Module 3						
BLOCK 4 Module 4						
BLOCK 5 Module 1						
BLOCK 6 Module 2						