

Learning Teaching & Assessment Resources

Authentic Assessment Exemplar:

Assessment Title	The Use of Self and Peer Assessment to foster Feedback Literacy
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Module Title that Assessment Delivered on	Critical Skills Development
Primary Student Cohort (Year on Programme / FT or PT or Both / UG or PG or AP)	

Overview of Assessment (Max 100 words)

The assessment is a project that asks students to review and compare a range of study materials relevant to a topic in their Semester 1 Chemistry module and apply this to a wider reflection on their learning. It is one of the core assignments of Critical Skills Development, which is a 100% CA module and it accounts for a third of the marks. Each student is assigned a Chemistry module topic. Their task is to first reflect on their current knowledge before reviewing an assigned video and sourcing an additional one on the same topic. They also assess how well the topic is explained in a textbook. They must then compare the three sources and their module notes as learning tools and reflect on the impact of the exercise on their approach to learning new concepts. Correct referencing was specified.

What Change was Made to Assessment to Enhance its Authenticity? (Max 100 words)

Previously, students had to present their project individually in-class. This was replaced this year with an in-class self and peer assessment with the aim of developing their feedback literacy. The ability to self-evaluate work and apply feedback has always been addressed in CSD but the project change provides active learning of this core skill. There was a class discussion on the assessment and marking of the CSD project followed by an in-class anonymised peer assessment exercise based on this class-generated marking criteria. Students then assessed their own work.

What was the Impact on Student Engagement / Performance? (Max 100 words)

It was clear in class that students gained an insight into the importance of following task instructions. Follow-on studies this semester will indicate whether this simple but crucial learning has been embedded. Comparison of peer, self and tutor-assessed marks suggests as expected, that higher-achieving students have stronger evaluative skills than their lower performing peers. The ongoing project study this semester will focus on improving literacy feedback for all students by providing weekly practice using lab reports.

One Thing you would do Differently Next Time (Max 50 words)

Improve the timing to allow in-class comparison and reflection on self, peer and tutor assessment before the end of semester. Students need to revisit their evaluations to build feedback literacy.

Authenticity Indicators

