Anatomy of assessment case study form

*Thank you for your interest in submitting a case study for the Anatomy of Assessment website. Please fill in this form as best as you can in relation to your assessment. You can find examples of past case studies here:* [*https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/anatomy-of-assessment/case-studies/*](https://www.imperial.ac.uk/staff/educational-development/teaching-toolkit/anatomy-of-assessment/case-studies/)*. Please feel free to browse the examples to see the level of detail required.*

1. **BASIC INFORMATION**

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| --- | --- |
| Case study title: |  |
| Faculty: |  |
| Department: |  |
| Module name: |  |
| Programme name: |  |
| Level: |  |
| Approximate number of students: |  |
| Weighting: |  |
| Module ECTS: |  |
| Module type: core/ elective etc |  |
| Your name: |  |
| Job title and role: |  |

1. **ASSESSMENT OVERVIEW**

Please provide a brief description of what the assessment is about. This will be the first thing that your reader sees on all outputs. Explain the following:

* what type of assessment it is – exam? Coursework (if so what type? For example- journal article, lab report etc), formative or summative, group or individual
* what is involved (for example students producing a journal article) – give higher level of detail but sufficient so that it is clear what output is required from students
* indicate the length of the output and year of study

Look at the example below:

*The first-year project is a group-based assessment, applying skills acquired in the core year 1 undergraduate physics laboratories to independently follow open-ended questions. Under the guidance of an academic, postdoc or PhD student, each four-student group develops their own idea into a project. There is considerable flexibility permitted in the scope of the projects, which can be anything from purely experimental to purely computational, or somewhere in between these two. The projects are presented to a wider audience of parents, academics and school leavers at one of the College Open Days where students are required to record a video of up to 10 minutes serving as a fully standalone presentation of their project.*

**3. DESIGN DECISIONS**

### Rationale for the assessment type

* Explain the reason why this assessment was created in the first place. What skills does it help deliver? Was it bridging a gap in provision? If so what gap and how does it address it. Focus here on the content/ skills it tests here.
* Explain the rationale for the assessment being group, peer, pair or individual. Why was this important for this assessment to be delivered this way?
* Explain the rationale for the assessment being exam, project work etc – why this format? How does it fit with the skills the students have to demonstrate? To what extent does the format allow students to demonstrate those skills?
* If applicable, explain the rationale for software used.
* Explain the rationale for in-person/ online/ blended delivery.

### Fit with other assessments on the module and the programme

* Explain how this assessment fits with module level ILOs – which ILOs does it address and how?
* Explain how this assessment fits with other assessments on the module – what other assessments are there? How does your chosen example link to them - is there are a progression? If so how does this work?
* Explain any formative assessment opportunities linked to your chosen example. How do they fit with the overall assessment strategy on the module?
* Explain how this assessment fits with other assessments on the entire programme. Does it build on skills or serves as a foundation to build skills on? Is the format a standalone or is it continued throughout the degree? How does it contribute to developing skills that graduates will possess?

1. **PRACTICALITIES**

### Preparing students for assessment

* How are students prepared for the format of assessment? What briefing sessions are there and what is discussed during those sessions? Are exemplars of work provided? Are criteria openly discussed?
* How are students prepared in terms of the content/ skills that is being tested/ they need to demonstrate?
* If group work is involved - how are students prepared for working in groups? Are ground rules established/ discussed? How are students put into groups (based on what)?
* If peer assessment/ feedback is involved – How are students prepared for peer marking? What criteria are they assessing against? Is peer feedback involved? If yes how is this delivered? At what stage formative or summative? Are there any questions/ areas for students to address when giving peer feedback?
* If self-reflection/ assessment is involved – how are students prepared to reflect?
* If the use of technology to produce outputs is involved (for example a video) – what guidance is given in relation to technology? How much freedom are students given in choosing what technology to use? What is the rationale for that?

### Marking arrangements

* What kind of marking takes place – double/ second/ blind etc. Who is involved in marking?
* How are the markers trained to ensure everyone understands the criteria and marks appropriately?
* If group work is involved – how is group work marked? Is it based on the process of group work, the product of group work or both?
* If peer marking is involved – How does the process work? How is the peer marking component calculated and how does it contribute to the overall grade?
* If reflection/ self- assessment is involved – how is this marked?
* What are the marking criteria (if you are happy to share them with the wider community please email them alongside this form)

### Monitoring arrangements

* If group work is involved – how is group work being monitored and why? Are there any opportunities for students to raise concerns? Are there any points where the lecturer would step in?
* If peer marking is involved – how is the quality of marking monitored? What are the consequences of subpar performance in this area?
* If project work is involved over a period of time – how do you ensure that students stay on task and manage their time well? Are there any check in points embedded in the design? Are there any formative feedback/ assessment opportunities built in?

### Provision of feedback

* How is feedback given to the students?
* How do you ensure quality of feedback across the markers?
* If peer feedback is involved – how are students prepared for feedback giving? What is the guidance in terms of the length/ what to focus on?
* If you are happy to share the feedback form please send it alongside this case study form
* How are formative feedback opportunities built into the module?

### Online adaptations

* How did this assessment run during covid?
* Are there any components that worked particularly well online? Were they embedded into the running of the assessment post covid? Why?
* Could a similar assessment be delivered online? What considerations should be given when implementing it online?

1. **ADVANTAGES OF ASSESSMENT TYPE**

*Please summarise in bullet points what are the main advantages of this assessment from your perspective.*

1. **LIMITATIONS OF ASSESSMENT TYPE**

*Please summarise in bullet points what are the main limitations of this assessment from your perspective.*

1. **ADVICE FOR IMPLEMENTATION**

*Please provide advice in bullet points on how to implement a similar method to somebody who would be interested in doing the same assessment on their module.*

***Thank you for your time filling in this form.***

***Please email the form alongside any additional case study related resources you don’t mind sharing (such as marking schemes, feedback forms etc) to*** [***Monika Pazio***](mailto:m.pazio@imperial.ac.uk)***.***

***Please note that if your case study includes images, these should be sent in a separate file (as well as attached in the word document) and should be named e.g., Figure 1, Figure 2.***

***We will process your case study, amend it where necessary to fit the Anatomy of assessment format and send it over to you for your approval or with additional questions. Once again thank you for your contribution, we’re sure Imperial community will benefit greatly from sharing your practice.***