Involving Students and Others in Assessment
Start date:
Impact:
The initiative was introduced:
across a course
across a degree
across the institution
in collaboration with other
institutions
The initiative has been adopted by:
the department
the institution
other institutions
No. of students affected:
Contact information:
Database entry ref:
86
Self-Assessment in Postgraduate Art and Design

This initiative involves the adoption of a simple form which identifies key areas for students to critically evaluate their own progress before a progress review assessment.

This places the initial responsibility with the student and requires them to look at their own progress in a pro-active manner. Staff can then assess the students' understanding of their progress and are more easily able to focus advice and or criticism. Furthermore, students begin to learn how to learn rather than waiting for staff to solve their questions for them.

The resultant work is honest, personal and produced from a position of confidence.

Start date: Autumn 1993

Impact:
The initiative was introduced:
☒ across a degree
☐ across a course
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:
☒ the department
☒ the institution
☐ other institutions

No. of students affected: 10-14

Contact information:
David Henderson
Post Graduate Diploma / Master of Arts in Art and Design
Gray’s School of Art
The Robert Gordon University
Garthdene Road
Aberdeen
AB9 2OD
Phone: 01224 263 600
Fax: 01224 263 636

Database entry ref: 206
Student Self-Assessment as an Aid to Marking Assignments

This was a purely informal assessment initiative, used as a means of enlivening the assessment process for the students and the staff. The aim was to include student input and introduce an element of self-assessment into essay writing.

The initiative involves students on a third year course which runs for a whole year. Two essays are required for the course. The element of self-assessment encourages effort on both of the essays demanded by the course, although only one is required as the continuous assessment mark contributing 25% of the overall assessment for the course. If students score highly on the first essay there is often less incentive to work towards a high mark in the second essay. The initiative is purely informal, and requires no forms. The use of forms could be off-putting, especially for honours courses, where it may be viewed as a marks sheet. The students are told that, before they submit the essay, they should spend 15-30 minutes performing a self-assessment of the piece, outlining the major strengths and weaknesses, and should include this with the essay.

The outlines submitted by the students provide a basis for discussion in the tutorial, as well as providing the lecturer with a way into the essay. The outlines so far submitted have proved to be remarkably accurate in terms of the shortcomings of the essays. However, there is a reticence among UK students to highlight the strengths of their own work, unlike their counterparts from the US. Their self-appraisals add an extra dimension to the return of the essay, as the students receive feedback as well as their own comments, and provide them with a more self-critical approach to essay writing.

Start date: Autumn 1992

Impact:

The initiative was introduced:

- across a course
- across a degree
- across the institution

The initiative has been adopted by:

- the department
- the institution
- other institutions

No. of students affected: 25

Contact information:

Dr Alan Day
Department of History
The University of Edinburgh
William Robertson Building
George Square
Edinburgh
EH8 9JY
Phone: 0131 650 3771
Fax: 0131 650 3784
Email: alan.f.day@ed.ac.uk

Database entry ref: 148
The exercise was developed for a course in Personnel Management to assess students' competency in appraisal and development.

It requires students to develop and agree a set of criteria for assessing another student's work on the course and identify areas for development. The student is observed interviewing the student appraisee using the set of criteria developed and discussing developmental plans with the student. The decisions are recorded and submitted together with the students' assessment of their own performance against a set of performance criteria issued at the beginning of the exercise.

The exercise assesses the students' ability to develop, agree and use objective criteria for measuring work performance, together with interview skills which must be capable of managing at least one difficulty faced by the student appraisee. The exercise takes account of the students identifying their own areas of weakness in meeting the assessment criteria.

**Start date:** Autumn 1995

**Impact:**

The initiative was introduced:

- [x] across a course
- [ ] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:

- [x] the department
- [ ] the institution
- [ ] other institutions

**No. of students affected:** 30

**Contact information:**

Kay Gilbert  
Human Resource Management  
University of Strathclyde  
Graham Hills Building  
50 Richmond Street  
Glasgow  
G1 1XT  
Phone: 0141 552 4400 x3468  
Fax: 0141 552 3581  
Email: k.gilbert@strath.ac.uk

**Database entry ref:** 203
Structured Feedback with Limited Self-Assessment

This initiative was introduced within a first year European History Course by one tutor for marking coursework essays, though it has since been taken up by others. The aim is to encourage the students to reflect on their strengths and weaknesses, and to serve as a basis for the oral discussion which also accompanies the return of the essays.

In 1993-94 a marking form was introduced which is returned to the student along with the essay. This provides students with findings indicating their main strengths and weaknesses in relation to four ideal qualities of an essay: knowledge, analysis, structure and presentation, together with ample space for other general comments. In 1994-95 this was followed by a self-assessment form returned by the student with the second essay of the year. The self-assessment form retains the focus on four main qualities, and invites students to comment on how they have sought to address, within the essay submitted, shortcomings identified in previously marked essays.

Start date: Autumn 1993

Impact:
The initiative was introduced:
☑ across a course
☐ across a degree
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:
☐ the department
☐ the institution
☐ other institutions

No. of students affected:

Contact information:
Professor R.D. Anderson
Department of History
The University of Edinburgh
William Robertson Building
50 George Square
Edinburgh
EH8 9JY
Phone: 0131 650 3786
Fax:: 0131 650 3784
Email: r.d.anderson@ed.ac.uk

Database entry ref: 19
## Self Assessment of Experiential Learning in Clinical Pharmacy

This initiative was developed to meet the need for a formative assessment tool for pharmacists studying in the workplace while gaining experience with patient care. The aim was to facilitate student learning and to provide a continuous record of communication between the student, the accredited clinical tutor and the university tutor.

Problem-based learning encourages a self-directed learning approach to clinical pharmacy and facilitates continuing self-development. Experiential learning in clinical specialities under the supervision of an experienced practitioner aims to develop the knowledge, skills and attitudes of a clinical pharmacist. The MSc/Diploma course in Clinical Pharmacy aims to formally enable this development through a ten module taught course and Modules 3 and 4 provide experience of the clinical presentation and management of disease states focusing on the pharmacist's contribution during a continuous clinical attachment. In these two modules, students prepare for and participate in weekly multidisciplinary clinical ward rounds under the supervision of a network of accredited tutors. Students are challenged to use this experience to learn for themselves and to take responsibility for their own learning. The accredited tutor's role is to guide the student towards a disciplined approach to handling patient problems. Students use patient profile cards to document their practice and to facilitate discussion with their tutor.

To encourage purposeful meetings between tutor and student, guidelines are circulated together with a structured self-assessment form. However, there is a reluctance among our students to self-assess resulting in poor returns of forms. Further familiarisation in the philosophy behind self-assessment, and training in how to derive benefit from self-assessment are needed.

### Start date:
- Autumn 1994

### Impact:
- The initiative was introduced:
  - ✓ across a course
  - □ across a degree
  - □ across the institution
  - □ in collaboration with other institutions

- The initiative has been adopted by:
  - □ the department
  - □ the institution
  - □ other institutions

### No. of students affected:
- 25

### Contact information:
Moira Kinnear  
Department of Pharmaceutical Sciences  
University of Strathclyde  
Royal College  
204 George Street  
Glasgow  
G1 1XW  
Phone: 0141 552 4400  
Fax: 0141 552 6443

### Database entry ref:
- 284
# Self-Evaluation by Students

I mark essays using a pro forma marking sheet. Before essays are returned to students, class time is set aside and students are asked to re-read clean copies of their essays. They evaluate their own essays using a similar pro forma to the one I use.

Time is set aside for individual meetings with students at which I ask them to tell me what they thought of their essay. I use this to open up a dialogue in which I bring in my own observations. My overall aim is to support students in their own study. Marked essays are returned during these individual meetings.

I do not ask students to submit their own evaluations. I encourage them to use them for their own purposes. On one course I negotiate class marks individually by reserving 25% of the marks for a component on “contribution to the class discussion”. The quality of the contributions is discussed (non-evaluatively) with individual students and class marks are adjusted by agreement in the context of this discussion.

<table>
<thead>
<tr>
<th>Start date:</th>
<th>Autumn 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact:</td>
<td></td>
</tr>
<tr>
<td>The initiative was introduced:</td>
<td></td>
</tr>
<tr>
<td>✓ across a course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>across a degree</td>
</tr>
<tr>
<td></td>
<td>across the institution</td>
</tr>
<tr>
<td></td>
<td>in collaboration with other institutions</td>
</tr>
<tr>
<td>The initiative has been adopted by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the department</td>
</tr>
<tr>
<td></td>
<td>the institution</td>
</tr>
<tr>
<td></td>
<td>other institutions</td>
</tr>
<tr>
<td>No. of students affected:</td>
<td>62</td>
</tr>
</tbody>
</table>

## Contact information:

Dr Liz Bondi  
Department of Geography  
The University of Edinburgh  
Drummond Street  
Edinburgh  
EH8 9XP  
Phone: 0131 650 2529  
Fax: 0131 650 2524  
Email: eab@geo.ed.ac.uk

| Database entry ref: | 24 |
Peer Assessment of Emailed Assignments

The initiative was developed in response to a recent staff development initiative suggesting the value of peer assessment as a way of improving the depth of students' approaches to their learning. Students on both our Dundee and Aberdeen campuses following an optional course unit in Environmental Education were required to submit a 1500-word assignment for marking by their tutor and two of their peers. The assignments were submitted using electronic mail. Submission in this way ensures a confirmed submission time, i.e. date stamp.

Each student was emailed a marking grid based upon the assessment criteria. Using this grid each student marked two submissions. The tutor used these grids to produce a final mark. For each criterion a majority mark was given, i.e. two students and a tutor, one student and tutor, or two students. In the case of no agreement an average score was allocated.

The system allowed students and tutors in Aberdeen to quickly mark scripts from Dundee and vice versa. Marking did, however, take longer than would have been the case if only one marker had been involved.

Start date: Autumn 1995

Impact:
The initiative was introduced:
☑ across a course
☐ across a degree
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:
☐ the department
☐ the institution
☐ other institutions

No. of students affected: 26

Contact information:
Mr Peter Wakefield
Department of Social Studies
Northern College of Education
Gardyne Road
Dundee
DD5 1NY
Phone: 01382 464 317
Fax: 01382 464 900
Email: p.wakefield@nored.ac.uk

Database entry ref: 229
The initiative is a new way of assessing performance on a ten-week research project in which students work in teams of three or four, supervised by an academic. At the end of the project, students complete a form giving their assessments of their own and their research-team colleagues’ contributions to several aspects of the project, such as:

- group discussion
- literature analysis
- planning experiments
- laboratory experiments
- data analysis
- originality
- general ability for team work

These forms are passed to the supervisor who takes the assessments into account in making his/her own assessment of each students' performance.

<table>
<thead>
<tr>
<th>Start date:</th>
<th>Autumn 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact:</td>
<td></td>
</tr>
<tr>
<td>The initiative was introduced:</td>
<td></td>
</tr>
<tr>
<td>✔ across a course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>across a degree</td>
</tr>
<tr>
<td></td>
<td>across the institution</td>
</tr>
<tr>
<td></td>
<td>in collaboration with other institutions</td>
</tr>
<tr>
<td>The initiative has been adopted by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the department</td>
</tr>
<tr>
<td></td>
<td>the institution</td>
</tr>
<tr>
<td></td>
<td>other institutions</td>
</tr>
<tr>
<td>No. of students affected:</td>
<td>25</td>
</tr>
<tr>
<td>Contact information:</td>
<td></td>
</tr>
<tr>
<td>Professor T.W. Stone</td>
<td></td>
</tr>
<tr>
<td>Institute of Biomedical and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>University of Glasgow</td>
<td></td>
</tr>
<tr>
<td>West Medical Building</td>
<td></td>
</tr>
<tr>
<td>Glasgow</td>
<td></td>
</tr>
<tr>
<td>G12 8QQ</td>
<td></td>
</tr>
<tr>
<td>Phone: 0141 330 4481</td>
<td></td>
</tr>
<tr>
<td>Fax: 0141 330 4100</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:t.w.stone@biomed.gla.ac.uk">t.w.stone@biomed.gla.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Database entry ref:</td>
<td>191</td>
</tr>
</tbody>
</table>
A group poster presentation exercise is used as part of the third year Core Biology module, which comprises five topics taught sequentially throughout the year. The module aims to encourage students to integrate the cell biology and physiology of these topics together. Students are randomly divided into groups of five or six and allocated one of the five topics as their subject area. Each group is given a challenge or case study which aims to encourage the integration of the cellular and physiological aspects of their topic. The groups are given five weeks in which to work on this project, outwith timetabled classes, and they are required to present their work in the form of a poster during a presentation session to both staff and students.

The presentation sessions are organised into a formal programme: following the viewing, the non-presenting groups discuss, compile and submit two questions for each of the poster presenting groups. However, the member of staff responsible for teaching the topic selects the best two questions and uses these as a trigger for discussion between the groups and the rest of the class. Afterwards, using a checklist, students in the class assess the groups’ presentations on the basis of the poster design, content and the way in which they responded to questions. Staff also give each group feedback on how they might improve their presentations. The groups complete a peer group assessment form on the relative contributions of their group members towards the poster work, but not including themselves.

At the end of the year, all the posters are shown in a final exhibition to which the class and other departmental staff are invited. All those attending are asked to complete a checklist which asks for a relative ranking of posters in terms of design and content. After this exhibition, staff award the groups with their final mark, combining marks for poster design, level of scientific content, responses to questions and group work. The group work mark is taken from the peer group assessment form completed by the groups after their initial presentation session.

| Start date: | Autumn 1990 |
| Impact: | The initiative was introduced: |
| | ✓ across a course |
| |   |
| | across a degree |
| |   |
| | across the institution |
| |   |
| | in collaboration with other institutions |
| The initiative has been adopted by: | ✓ the department |
| | ✓ the institution |
| | ✓ other institutions |
| No. of students affected: | 100 |
| Contact information: | Dr Jen Harvey |
| | Institute for Computer-Based Learning |
| | Heriot-Watt University |
| | Riccarton |
| | Edinburgh |
| | EH14 4AS |
| Phone: | 0131 451 3278 |
| Fax: | 0131 451 3283 |
| Email: | jen@icbl.hw.ac.uk |

Database entry ref: 9
Peer Assessment in a Senior Honours Seminar

This course is for final-year French single and joint honours students and is intended to provide an opportunity to bring together the different components of their studies in French. A wide range of topics is covered, embracing literary, cultural, aesthetic, philosophical, social and political themes. Students are expected to research the material for the seminar, drawing upon experiences and ideas derived not just from their various French courses, but also from other courses they have followed, their wider reading and their experiences abroad. Critical, analytical and presentational skills which are also developed to an extent in other French courses are fully utilised in this seminar.

The seminar takes place weekly. In each two-hour seminar, two students each deliver 15-minute presentations based on cognate topics and are thereafter responsible for leading the discussion (also in French) for the remaining 40 minutes. The seminars are presided over by a staff member, but the organisation of the seminar is left entirely up to the students, who are encouraged to use audiovisual aids to complement their presentation, and enrich the ensuing discussion.

In the last ten minutes of the seminar, the entire group of students evaluates the presentations and discussions in terms of how well they met the stated criteria of the seminar (i.e. organisation of material, timing of delivery, persuasiveness of argument, interaction with "audience"). Staff may contribute any comments at this point, but the essential evaluation is that provided by the students themselves. This assessment is informal in the sense that it does not contribute towards a student’s final degree assessment. The formal assessment is in the essay finals paper, which draws upon their presentational skills and ability to think laterally.

Start date: Autumn 1993

Impact:
The initiative was introduced:

- [x] across a degree

The initiative has been adopted by:

- [ ] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 40

Contact information:
Dr Michael Syrotinski
Department of French
University of Aberdeen
A52, Taylor Building
Aberdeen
AB9 2UB
Phone: 01224 272 152
Fax: 01224 272 562
Email: fre034@abdn.ac.uk

Database entry ref: 226
Developing Student Skills through Supervised Group Projects

This initiative focused around replacement of traditional tutorials for first-year students with group projects designed to stimulate enthusiasm, develop teamwork and organisational skills, and involve collective comment, discussion and criticism in addition to more traditional essay-writing skills. Students signed up for particular projects in groups of six, and over a 10-week period worked on a collective project. In the first semester, this involves a group report to which all students contribute one 1000-word chapter, knitted together with a collective introduction, cross-referencing, conclusion and consolidated reference list. In the second semester, the group output is a poster presentation involving the analysis and depiction of appropriate data.

For both projects, each group must give an oral presentation of their collective work to a peer group and staff. The members of the peer group (who have completed an entirely different project) are invited to comment on the content and presentation. In the first semester project such commentary is heuristic: assessment is based entirely on the written report, with two-thirds of the assessment being based on individual (chapter) contributions and one-third on the collective report. In the second semester, however, peer-group comments are taken into account by staff, who assess both the quality of the poster and its oral presentation.

In each semester, the group work accounts for one-third of total assessment, the remainder being through conventional essays, practical and field classes, and a multiple-mode examination.

Start date: Spring 1993

Impact:
The initiative was introduced:
- [x] across a course
- [ ] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:
- [x] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 200

Contact information:
Professor Ballantyne
Department of Geography
University of St Andrews
St Andrews
Fife
KY16 9ST
Phone: 01334 463907
Fax: 01334 463949
Email: ckb@st-and.ac.uk

Database entry ref: 307
Peer Assessment of a Desktop Publishing Assignment

Desk-top publishing, at the early stages of teaching, is very difficult to assess objectively. It is essential to avoid giving high marks to students who have a natural flair for design, and penalising those without artistic ability. Therefore, it is necessary to have a detailed and objective marking scheme so that the student’s use of the functions of the program and understanding of the aims of the assessment can be measured. However, this does mean that such a marking scheme can be used by students for peer assessment just as well as by staff. It is also a subject where, since there is no ‘one correct solution’ the students sometimes feel rather lost, and it is very useful for them to analyse the work of others according to specific criteria. In practice, the first assessment is held fairly early on in the course, so that feedback is most useful.

- A very simple document, e.g. a one-page poster, is presented by each student.
- They are asked to make sure that their name, course etc, is on a separate sheet of paper.
- Using the class list, each student is given a code number.
- This number is put on the student’s work, which then has three more copies made. (This is easiest if they are all on A4 paper).
- The work from each class is collated into lots of bundles of four different posters.
- On the day of the peer assessment exercise, the students are each given a bundle from another class (if there are enough classes participating) and four copies of the marking scheme.
- The exercise is treated as an examination, with examination conditions applying as far as possible.

They usually have very little trouble with the marking and some take a great deal of care, writing extra comments on the sheets, which of course is additional feedback for the student who receives it. Occasionally, with ‘non-standard’ pieces of work, students will ask for guidance from the invigilating staff.

Start date: Spring 1993

Impact:

The initiative was introduced:
- [ ] across a course
- [ ] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:
- [ ] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 120

Contact information:

Maureen Parnell
Business Information Management
Napier University
Sighthill Court
Edinburgh
EH11 4BN
Phone: 0131 455 3411

Database entry ref: 34
# Student Peer Assessment of Seminar Presentations

In the Minorities in Multicultural Society course, all students are required to make seminar presentations. The students are invited to assess the quality of each presentation and to give feedback to each presenter, making use of a specially-designed evaluation pro forma which evaluates various aspects of delivery including content, clarity, pace, structure and use of visual aids.

Responses to the use of this pro forma suggest that in addition to expanding the range of feedback received by seminar presenters, those students listening to the presentation learned a great deal, through their evaluations, about what makes for a successful presentation. The inclusion in the pro forma of a question inviting students to identify what they had most learned from each seminar encouraged them to reflect on what they had heard but also proved to be a good way of initiating discussions.

<table>
<thead>
<tr>
<th>Start date:</th>
<th>Spring 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact:</td>
<td></td>
</tr>
<tr>
<td>The initiative was introduced:</td>
<td></td>
</tr>
<tr>
<td>✅ across a course</td>
<td></td>
</tr>
<tr>
<td>□ across a degree</td>
<td></td>
</tr>
<tr>
<td>□ across the institution</td>
<td></td>
</tr>
<tr>
<td>□ in collaboration with other institutions</td>
<td></td>
</tr>
<tr>
<td>The initiative has been adopted by:</td>
<td></td>
</tr>
<tr>
<td>✅ the department</td>
<td></td>
</tr>
<tr>
<td>□ the institution</td>
<td></td>
</tr>
<tr>
<td>□ other institutions</td>
<td></td>
</tr>
<tr>
<td>No. of students affected:</td>
<td>60</td>
</tr>
<tr>
<td>Contact information:</td>
<td></td>
</tr>
<tr>
<td>Dr Jan Penrose</td>
<td></td>
</tr>
<tr>
<td>Department of Geography</td>
<td></td>
</tr>
<tr>
<td>The University of Edinburgh</td>
<td></td>
</tr>
<tr>
<td>Drummond Street</td>
<td></td>
</tr>
<tr>
<td>Edinburgh</td>
<td></td>
</tr>
<tr>
<td>EH8 9XP</td>
<td></td>
</tr>
<tr>
<td>Phone: 0131 650 8161</td>
<td></td>
</tr>
<tr>
<td>Fax: 0131 650 2524</td>
<td></td>
</tr>
</tbody>
</table>

| Database entry ref: | 139 |
This initiative aims to give third year BEd students who opt for the specialist Studies in Mathematics the experience of setting and assessing problem solving tasks for children in the Primary School.

Over a period of five weeks in Term 1, students prepare and implement a short teaching programme designed to give children in the Middle School experience of problem solving. In the third and final session, the children make a poster which shows their steps to the solution. These posters become the focus for the discussion in the tutorial where the emphasis is on devising criteria to assess the original or adapted problem set by the student and the steps the children took finding a solution as illustrated by the poster.

Part of the summative assessment of Term Two requires students to devise a problem which they will use with children in the Upper stages and to submit a copy of the problem for peer group assessment. Working in pairs, students apply the criteria and assess several problems. These are coded to preserve anonymity. At the end of the exercise the advantages for the student are immediate feedback and an indication of the mark for the problem solving component. The advantages for the marker are principally in time-saving because the marking record for each student's problem shows the indicative grades and comments. Experience has shown that students are very critical and fair and value the comments of their peers.

Start date: Spring 1989

Impact:
The initiative was introduced:
- [x] across a course
- [ ] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:
- [ ] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 30-40

Contact information:
Miss Jeanette R. Mumford
St Andrew’s College
Duntocher Road
Bearsden
Glasgow
G61 4QA
Phone: 0141 943 1424
Fax: 0141 943 0106

Database entry ref: 167
Peer Assessment of Student Presentations

The aim of this initiative is to ascertain whether the value of student presentations to the group as a whole is enhanced when peer assessment is used. Although student presentations are regarded as a valuable learning experience by the students giving the presentation, the rest of the group tends to regard a colleague’s presentation as an inferior learning experience. Student attitudes to different types of learning activity are being assessed by a general questionnaire.

The groups of students participating in peer assessment assess their colleagues’ work according to defined criteria which have been discussed prior to the series of student presentations. The presentations are marked by each student in the group and by the tutor. At this stage of the initiative it is the tutor mark which will be recorded as the formal mark for the work. The average student marks in each category are compared with the tutor marks in order to assess the reliability of peer assessment.

A second questionnaire is intended to ascertain whether the students involved with peer assessment consider that the student presentations have been more valuable learning experiences. A sample of students will be interviewed.

Start date: Spring 1994

Impact:
The initiative was introduced:
- [x] across a course
- [ ] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:
- [x] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 110

Contact information:
Mrs V. Finch
Department of Law
Napier University
Sighthill Court
Edinburgh
EH11 4BN
Phone: 0131 455 3311
Fax: 0131 455 3666
Email: v.finch@napier.ac.uk

Database entry ref: 32
Two modules offered to three MSc. groups (hospitality, tourism and health care) have a strong element of human resources management and give a foundation to the study of service industry organisations, employee development and comparative analysis.

The primary student assessment is through a written 3,000 word essay/report or portfolio based upon tutor questions (with some student negotiations). Students form syndicates to work through structured case studies, and guided readings (and course materials) provide a foundation to dip into. Diagnostic and formative feedback is given from syndicates (peers) and via the tutor. Ritual is observed as every member closes the session with five minutes comments on what they can offer to the group, from their understanding of the case involved.

Summative assessment follows a specimen outline (given out in the course materials) and is reflected in a marking sheet attached to completed work. Summary and developmental comments of a general nature are attached to final work to extend individual learning. Each student has ten minutes to consider the handed-back work in a session seven days after the work is submitted to the tutor. The tutor gives personal feedback and hears the student’s comments. General feedback on overall performance is given. Students keep their work after the examination board process.

Start date: Autumn 1994

Impact:
The initiative was introduced:
- [ ] across a course
- [x] across a degree
- [ ] across the institution
- [ ] in collaboration with other institutions

The initiative has been adopted by:
- [ ] the department
- [ ] the institution
- [ ] other institutions

No. of students affected: 12

Contact information:
Arthur Ingram
Department of Hospitality and Tourism Management
Queen Margaret College
Clerwood Terrace
Edinburgh
EH12 8TS
Phone: 0131 317 3581
Fax: 0131 317 3756

Database entry ref: 94
In this scheme, which is applicable to both individual presentations and to those of groups, students assess and comment on the oral presentations of their peers. Preparation for the task of assessment is very important. When the assignment is first presented to students, they are informed that they are to carry out the assessment of the oral presentations. Before the first presentation, students are asked to identify the characteristics of a good presentation. A short list of relevant criteria, identified by the students, is compiled for use in assessing the presentations. Next, students are reminded of the marking bands in use and of a likely pattern of ultimate degree classifications (e.g. a relatively small number of first and third class degrees), in order to encourage “realistic” marking. After each presentation, peers complete the assessment form which asks them to identify the “Best Feature” of the presentation and to provide a suggestion for improving it. In addition, an overall mark is requested, taking into account the criteria previously identified. Written assessments are also made independently by the lecturer, using the same assessment form. Oral feedback, based on the written assessments, is given by students, and then by the lecturer, to each student (or group) immediately after the presentation.

The scheme provides students not only with a greater degree of help with marking than is often the case but also with feedback on the strengths and weaknesses of presentations. The strategy appears to have met with some success, although peer markers tended to be a little more generous than the lecturer. However, peer ratings were found to be reasonable indices of oral presentation skills.

The evaluation of the scheme suggested that peer feedback and marking was perceived by students as being an aid to learning. It was seen as more informative and more challenging than the traditional method of marking, and, understandably, much harder work for the students. However, students reported having become more critical and confident as a result of participation in the scheme.
Self and Peer Assessment through Seminar Presentations

This initiative involved fourth-year students following a BSc Honours in Midwifery Programme. Each student gave a seminar presentation which was accompanied by self and peer assessment. Devised to strengthen formative assessment, the initiative aimed: to encourage and facilitate student assessment of their own and others' progress; to further develop analytical and evaluative skills; to dispel the phobia of disseminating their own work to professional colleagues and help in building self-confidence; to further develop skills in using professional database systems and audio-visual aids.

Each student was allowed to decide on presentation date, and an agreed timing of 20-30 minutes presentation followed by presenter-led/controlled discussion was mutually determined. An initial high level of anxiety gradually reduced with further discussion and clarification of the content of the assessment pro forma which was to be used and of the actual process of the assessment. Students could also call in to discuss their own concerns on a one-to-one basis. Preparation time and time for conducting the background search for the necessary information were negotiated and mutually agreed. By the respective dates of their presentations, students felt sufficiently in control to spontaneously invite junior colleagues at Level 3.

All members of the audience including the presenter were given a copy of the assessment pro forma, outlining the logical sequence of the assessment procedure. At the end of each presentation, presenters were allowed a few moments for personal reflection on their own performance followed by constructive comments from the audience.

Start date:

Impact:

The initiative was introduced:

☑ across a course
☑ across a degree
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:

☐ the department
☐ the institution
☐ other institutions

No. of students affected: 55

Contact information:

Ms Theo Kwansa
School of Health and Nursing
University of Abertay Dundee
Smith Building
Dundee
DD1 1HG
Phone: 01382 308898
Fax: 01382 308877

Database entry ref: 306
Village-Based Study and Design Projects

Following staff discussions and professional input, it was decided to adopt a thematic background to the study and design projects in year 2, 3 and 4 by using ‘village’, ‘town’ and ‘city’ as core themes. In the second year, therefore, we used ‘village’ which, because of large student numbers, became two villages - Fala and Oldhamstocks.

Visits were arranged to allow studies to be produced of each village and for students to meet with villagers and their representatives. Further visits throughout the session were undertaken to study and select ‘sites’ for individual design work. Village representatives were invited to attend reviews and a Year End Exhibition for comments and feedback.

The students, either in groups or as individuals, presented their study or design work to a group of tutors and a village representative for comments and criticism. This added an extra dimension to the reviews by providing an informed view and insight that would not be possible by outsiders.

Start date: Autumn 1993

Impact:
The initiative was introduced:
☑ across a course
☐ across a degree
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:
☐ the department
☐ the institution
☐ other institutions

No. of students affected: 37

Contact information:
Derek Fraser
Department of Architecture
Edinburgh College of Art
Heriot-Watt University
Lauriston Place
Edinburgh
EH3 9DF
Phone: 0131 221 6077
Fax: 0131 221 6006

Database entry ref: 93
Assessment of Clinical Clerkship in Psychiatry

During Phase III of their degree programme, medical students are attached to a psychiatry ward at the Royal Edinburgh Hospital and related peripheral hospitals. Each student spends four weeks in one ward and three weeks in another to permit a spread of clinical experience and the aim of these attachments is to receive training in interview skills; taking psychiatric history; conducting mental state examinations; making formulation of a case and reaching an appropriate diagnosis. In addition, students are expected to attend hospital case conferences, the out-of-hours emergency clinic and as opportunity arises, to learn about specific aspects of psychiatry including forensic psychiatry, old-age psychiatry and to gain some insight into community psychiatric care. The assessment of students is carried out by the consultants to whose wards the students are attached, and the marks for the clerkships contribute 25% of the final degree examination. It is always difficult to assess clinical skills in a short space of time and there is a danger that marks will reflect the student’s personality rather than underlying knowledge.

The assessment has been revised. Individual grades are requested on five key areas: (1) Taking psychiatric history; (2) Conducting mental state examinations; (3) Making a formulation and appropriate diagnosis; (4) Relationship with patients and sensitivity to their needs; and (5) General contributions to the work of the ward or unit. In addition, to encourage students to use the psychiatric library and to work up individual cases in depth, it is proposed that each student should orally present 2 cases to senior staff (usually at a ward round) and should also complete a written case summary in the course of their four week attachment. Attendance at hospital case conferences and the emergency clinic will be stated as a specific requirement of the attachment as these are thought to be important learning situations.

It is hoped that by this clearer statement of aims and objectives of the clinical clerkship, a fairer assessment will be reached.

Start date: Summer 1995

Impact:
The initiative was introduced:
✓ across a course
☐ across a degree
☐ across the institution
☐ in collaboration with other institutions

The initiative has been adopted by:
☐ the department
☐ the institution
☐ other institutions

No. of students affected: 197

Contact information:
Mrs Margaret Granger
Department of Psychiatry
The University of Edinburgh
Royal Edinburgh Hospital
Morningside Park
Edinburgh
EH10 5HF
Phone: 0131 537 6266
Fax: 0131 447 6860

Database entry ref: 46