Exemplar Case Study

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| Title | Use of exemplars within the Physician associate course | |
| Brief |  | |
| Profile | **Tutor names** | **Lopa Husain** |
| **Email address** |  |
| **College** | **HWLS** |
| **Department** | **Nursing and Midwifery** |
| **Size of cohort** |  |
| **Technologies used** |  |
| **Hallam Model** | Visit the [Hallam Model](https://sheffieldhallam.sharepoint.com/sites/4038) site to determine which principles your case study aligns to: |

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| Context: |
| Students on the physician associate studies course are from life science undergraduate backgrounds. Many enter this PG course having only been assessed with MCQs or short answers within their preceding courses. Consequently, they commonly struggle with grasping what criticality means within this discipline and how to demonstrate this within level 7 written summative work.  (50 words target) |

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| Rationale for using exemplars: |
| Having directed students to the Study Skills centre and given feedback on drafts around lack of criticality and how to achieve this, exemplars seemed the most rational way of tangibly showing students what it is we are asking of them within the context of their discipline. Especially as many were still struggling with the concept.  (50 words target) |

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| How exemplars were used: |
| The students were given a structured session on what critical writing is. Within this session, the students were split into groups of 5 and were given extracts from 2 pieces of work which varied in the level of criticality present. Each group looked at the same two papers and had to identify the strengths and weaknesses within the 2 assignment extracts. They had to decide on a banding the assignment would fall into and reasons why. The groups then fed back to the whole class. There was a whole class discussion and salient points were pulled together to reinforce what criticality looks like and therefore what markers expect to see within level 7 work.  (100 words target) |

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| The Outcome / Impact: |
| Many more of the students were able to identify what critical writing is and how this applies to their discipline. This was reflected in the level of work produced going forward.  (50 words target) |

Want to share your case study with the wider academic community? Send to [Academic Development & Diversity](mailto:hrod-add-mb@exchange.shu.ac.uk) and we’ll host on our Academic Essentials: [Case Study](https://blogs.shu.ac.uk/teaching/case-studies/?doing_wp_cron=1621348107.9098811149597167968750) page for wider publication.