An Academic Essentials Case Study

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| Title | Formal Feedback for Level 5 Electronic Crime (Cybercrime from 2021/22) | |
| Brief | The use of formative feedback to support students as they prepare for their single individual assignment  ***Note****: The Level 7 Electronic Crime module has very similar assessment package and delivery envelope, therefore the outcomes of this L5 case study apply equally to the L7 module* | |
| Level | **Tutor names** | Tony O’Brien |
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| **College** | BTE |
| **Department** | FABS |
| **Size of cohort** | 25 |
| **Technologies used** | Microsoft Word |
| **Hallam Model** | Module: Engage, Challenge, Collaborate, Thrive Formative feedback: Engage, Thrive |

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| The Aim |
| The module is a fundamental part of the students’ development as future Forensic Accountants. The assessment is a single piece of coursework comprising a report of around 3,000 words to be submitted within the last week of Semester 2.  It is appreciated that the students will also be taking two other modules, each with an assessment package probably involving two tasks, one to be taken mid-way through the Semester and the second at the end.  In addition, a majority of the students are likely to be focussing upon potential placement opportunities for the following academic year, or summer internships.  Against this backdrop of conflicting short-term priorities, it is imperative that the students’ remain focused on this single task, throughout the entire teaching programme. |

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| Benefits |
| * Provide students with an understanding as to how formative assessment will work within this module and how they can use it * As a result, students are more strongly prepared for their single summative assessment * Feedback provides clear guidance for application to the summative assessment * Tutors identify student issues with understanding throughout the module |

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| The Approach |
| * Incorporate opportunity for formative feedback, into timetabled seminar sessions, linked to the Schedule of Study: * Full assessment introduction lecture/seminar- week 3 * Teaching weeks- as a specific agenda item at the end- Weeks 1, 2, 4, 6-8, 10 * Final revision drop-in sessions (full class or 1-2-1s)- weeks 11-12 * External guest lectures linked to the themes of the assessment, with opportunities for related questions- weeks 5, 9 * Opportunities for ad-hoc 1-2-1s |

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| The Outcome / Impact |
| * All teaching sessions linked directly to the three main elements of the Assessment and Learning Outcomes (Vulnerabilities/Threats, Attacks and Protective Mechanisms) * Students continually aware as to how each week/session builds their knowledge and understanding linked to the above, providing them with an opportunity to assess their learning * Students become aware of the criteria upon which they are being assessed very early in the module which leads to familiarity and transparency in marking. * Examples of anonymised student marks and feedback from previous years made available |

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| Future Developments |
| Look to develop further the formative model within the 2021/22 timetable delivery envelope |

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| Recommendations |
| Reinforce the assessment requirement and support resource continually, throughout the module. Promote opportunities for students to discuss their progress, as a group or individually. |

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