An Academic Essentials Case Study

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| Title | Formative Feedback for Level 4 Data Analysis for Business Decisions & Financial Analysis for B | |
| Brief | The use of formative feedback to support L4 student assessment preparation for their first summative reflection. | |
| Profile | **Tutor names** | Jayne Revill & Tony O’Brien |
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| **College** | BTE |
| **Department** | Finance Accounting & Business Systems |
| **Size of cohort** | DAfBD (500), FAB (250) |
| **Technologies used** | Microsoft Excel |
| **Hallam Model** | Module: Engage, Challenge, Collaborate, Thrive Formative feedback: Engage, Thrive |

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| The Aim |
| This is the first piece of assessment these students encounter at SHU.  They are use mathematics and technology (microsoft excel) in an applied context.  The inclusion of the formative assessment is to give them the opportunity to reflect on past students and current peers work to impact on their own work. This is intended to help them to understand their assessment requirement. |

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| Benefits |
| * Provide students with an understanding about what formative assessment is and how they can use it * Students are more strongly prepared for their summative assessment * Feedback provides clear guidance for application to the summative assessment * Tutors identify student issues with understanding early in the module |

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| The Approach |
| Task 1  This piece of module assessment is in the scenario of an annual review of a department sales within a virtual business that is based on a Department Store chain with a group acting as the management team. Student teams produce a poster summarising their analysis of the sales compared with other departments, stores and the external market. Students then attend the annual review to present their findings to their store manager and someone from the senior executive.  Students have access to a number of past student posters that they can review/critique and we formally get students to critique and mark past student posters in 2 or 3 sessions using the marking grids tutors will use. Tutors then review the marks given and get students to identify missing elements, areas of weakness and what could be done to improve them. Tutors then add any missing feedback/comments and inform students of the mark the piece received.  Students then have the opportunity to get formative feedback from both peers and staff on their own work again using the marking grids used for the summative piece. Finally students get the opportunity to run through their presentation and get formative feedback prior to the formal presentation.  Task 2  The second piece of module assessment takes the department from the annual review of past sales into the future with decision making between courses of action and is a report and analysis.  Students have a guidance template for both the report and the analysis. The analysis is a forecasting model and cash flows. Students get are given the “correct answers” to the analysis in terms of net present values so they can self- audit whether they have done the analysis correctly. They also get formative feedback opportunities in 3 sessions and weekly drop-ins then have the chance to improve their work on the analysis. The report writing is supported with a guidance template and screencasts together with several opportunities for review and formative feedback both in sessions and drop-in. |

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| The Outcome / Impact |
| * Students become aware of the criteria on which they are being against very early on which leads to familiarity and transparency in marking. * As initially students are getting the formative feedback on other students work it produces a safe learning environment in which identifying mistakes is a good thing and something to learn from. * Having the opportunity for formative feedback from both peers and tutor allows students to get a variety of observations/feedback rather than an individuals. * Students become aware early in their university experience what formative feedback is and how it can be used. * Attendance monitoring – although not the remit of the formative assessment, it provided sufficient time for teams to settle and tutors to identify struggling or absent students. Linked to this the formative feedback sessions permitted the discussion regarding engagement and understanding. |

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| Future Developments |
| Continue to include the formative element and review how this is embedded further. |

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| Recommendations |
| Explain the role of Formative Assessment several times at the outset and remind students of how the formative feedback given both on past students work and their own can be used to help them develop critical analysis skills.  Feedback sessions provide opportunity for students to ask questions and use discussion to help boost their understanding of their role in a Management Team i.e. preparation for placement. |

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