

TLC Project Assessment Case Study

Assessment Strategy	Poster and Leaflet
Subject and module	BSc.(Hons) Sports Psychology & Coaching Science BSc.(Hons) Sports Development & Coaching Science Applied Health & Fitness
Useful for students who are:	Demonstrating and demonstrating understanding of a topic and interpreting for a particular audience.
Keywords	Groupwork; visual representation; interpretation
Assessment activity	Coursework undertaken in groups of 3. Students were asked to identify an exercise provider who could benefit from an educational health promotion campaign (including a poster, leaflet and pitch) designed to increase participation in regular physical activity in order to increase customer health and wellbeing.
How does this assessment improve student learning?	It allows the student scope to be creative and to demonstrate their strengths whether they be left or right brain predominant. Cognitive skills are developed as students research relevant information, interpret that information for a chosen audience and represent it in a way that is accessible to that audience.
Underpinning theory links	Visual representation (Ramsden, 2000); creativity; assessment of functional knowledge (Biggs, 2002); Multistructural profiles of assessment (Biggs, 2002). Bennett & Murphy (2001) concept of effective health promotion initiatives employ a variety of methods to facilitate behavioural change. Ley & Llewelyn (1995) strategies to combat consultation limitations.
What went well	Alternative form of assessment that was interesting to mark and motivated both the students and assessors. Produced innovative ideas and provided students, particularly those with special learning needs, the opportunity to release their potential through creativity. Each report was unique and decreased the amount of repetition of class material. Encouraged team work and lateral thinking. Decreased the amount of time spent marking. Gave the students freedom to investigate an area of unit they find particularly interesting. Overall the marks were higher than last years written course work.
What could be improved	Three sections of work for groups of three students led to some groups dividing the work out between them so that they completed one piece each which led to fragmented reports. The written pitch tended to be descriptive rather than a marketing opportunity so this could be amended to be a verbal pitch to a 'board group'.

What support for staff is needed to implement this method of assessment?	A standardization session to understand the marking criteria is needed to ensure consistency. A moderation session is useful to check the marking criteria are interpreted in a similar way by different staff members.
What support for students is needed to implement this method of assessment?	Example posters were shown to the students so they developed an understanding of what was expected from them. A detailed seminar that covered the assignment brief was carried out so the students could ask questions and be given support.
What are the time implications?	The assignments were quicker to mark than written work. This meant feedback was given more quickly and therefore has more relevance to the student for future work.
Other resource implications?	The students use less paper so had less printing costs.
What are the risks?	Some students approached it with a somewhat 'laid back attitude' and failed to include evidence of academic underpinning of the subject area whilst others produced work that was not finished to a professional standard clearly showing a surface approach to their work.
How can these be minimised?	The assessment criteria need to be made clear to the students. It is helpful for them to mark some mock assignments or ones from a previous year in order to understand how the criteria are applied. The importance of a professional finish can be highlighted by having an exhibition of the work with representatives from the industry attending. Alternatively making a verbal pitch to a panel that approve or reject the original proposal before proceeding to the final work.
Implications for dyslexic students?	Allows students to demonstrate their knowledge and understanding in a non-written format, and to demonstrate strengths in creative skills. This is also the case for other students who want to demonstrate creative strengths in assessed work.
Institution where this was trialed	Bournemouth University
Lecturer	Amanda Wilding
CATS	20
Level	C
Compulsory/optional	Compulsory
Relationship to other modules	Underpins second and fourth year units
Delivery pattern	1 (1hour) lecture per week (25 weeks) 1(1 hour) seminar each week (25 weeks)

Student profile Year 2004/5	90 students mix of male and female 0 international 6 dyslexic
Learning outcomes assessed	On completion of this unit the student is expected to demonstrate: <ul style="list-style-type: none"> • An appreciation of the Health & Fitness Industry • Show how the Health & Fitness Industry could improve the transfer of theory into practice for the benefit of their customers • Show an understanding of the benefit(s) regular physical activity • The ability to use a variety of mediums to transfer knowledge and understanding • Show an appreciation and understanding of the concept of wellbeing and its relation to regular physical activity in today's society
References	(Ramsden, 2000); creativity; assessment of functional knowledge (Biggs, 2002); Multistructural profiles of assessment (Biggs, 2002). Bennett & Murphy (2001) concept of effective health promotion initiatives employ a variety of methods to Visual representation facilitate behavioural change. Ley & Llewelyn (1995) strategies to combat consultation limitations.

Assessment Brief and Assessment criteria to be attached

Pictures/video to be attached and included here