

Assessment Practice – Good Practice Example

Science Foundation Year

Diagnostics

Teaching and learning context:

Start of course diagnostic for the core maths module

Level of study:

Year Zero

Student group:

Foundation Year Scientists

Assessment types:

The 25 question multiple choice maths diagnostic is sat before the students start the course. As a core module, the Mathematics for Engineers and Scientists lectures include students with a widely varying level of mathematical ability. The diagnostic is based upon pre-work that is assigned as a part of the students' getting started package, designed to allow all students the chance to work to acquire to a base level of mathematical skills before starting the course. The diagnostic allows students to assess how well prepared they are and highlights areas that need further work. The students are given the opportunity to run through the paper with a lecturer in week one, and the results and how to action the feedback are discussed on an individual basis during their first tutorial in week two. Students' who have several areas highlighted as needing extra support are directed towards supplementary materials and advised to attend core maths drop in sessions.

Student quotes to demonstrate what works/impacts in terms of assessment for learning:

"I was worried before coming because I was older than the others and further away from studies. When sitting down doing papers, sure, some I didn't know but lots I could do, especially with maths where I was worried. I surprised myself and it made me more confident as I knew I wasn't starting from nothing." SFY student 18-19