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| **What did you do?**  | *Use dynamic, ipsative and synoptic assessment* |
| **Who is involved?**  | *Simon Parker, All stage 1 students from the School of Agriculture, Food and Rural Development* |
| **How do you do it?**  | *The first (dynamic) assignment that students are set is to use the theory that has been taught in class in a circumstance that they have never previously had experience. In this case, business management theory is applied using a consultative evaluation of a business. The student undertakes the role of consultant; reporting to a manager where opportunities for development of the business may exist and in what areas the management should consider change. This first assessment constitutes a low level contribution (10% weighting)**The second (ipsative) assessment requires students use their skills and apply them to a circumstance in the context of the feedback from their first (dynamic) assessment. The 2nd assessment is effectively an assessment of the student’s ability to understand and act on the feedback from the first – they are assessed on their own improvement. This assignment is weighted higher at 15%. The students undertake a similar role, using the same assessment criteria, however the business being examined has a range of additional features that will stretch the candidate ability to prioritise areas for development.**The third assignment (weighted highest at 25%) requires students to use their skills from 1 & 2 applied to a final complex context. In this iteration, the business is very large, (multi-national) and so the context needs to be applied to specific aspects of the business. I describe this as a form of synoptic assessment as students are asked to build upon what they have learned previously and to use the feedback from the two previous opportunities and other modules to demonstrate their development.* |
| **Why do you do it?**  | *To encourage students to apply knowledge and understanding previously gained and apply to new contexts* |
| **Does it work?**  | *The results gained by a student increases over time therefore the students identify the value in the need to use and apply the feedback offered at each iteration.* |
| **Your title**  | *Use of dynamic, ipsative and synoptic assessment* |
| **a. Coherent Curriculum themes**  | *Assessment and feedback**Student engagement* |
| **b. Students' Stage**  | *undergraduate (stage 1),*  |
| **c. Students' academic unit**  | *School of Agriculture, Food and Rural Development* |
| **d. Learning technologies** | *MS Excel is used to collate the feedback* |
| **e. Type of interaction**  | *up to 100 students,*  |
| **f. Main trigger for your practice** | *to encourage continual application of skills and knowledge; to encourage candidates to develop self-assessment strategies and skills that they apply in subsequent assessment* |
| **g. Tags** | *Feedback, assessment, dynamic, ipsative, synoptic* |
| **Your name**  | Simon Parker |
| **Your email address**  | Simon.parker@newcastle.ac.uk |
| **Your Academic Unit**  | *School of Agriculture, Food and Rural Development* |
| **Your subject area**  | Agriculture and Agribusiness |

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