

# Additional guidance on formative assessment and verifying student identity

This additional guidance is to be used in combination with the [Assessment and Feedback Policy \(2025\)](#).

## Formative assessment

Some additional examples of using formative assessment as scaffolding to prepare students for summative assessment:

- Weekly reflective submissions will enable students to document their learning progress, challenges, and real-world applications (Assessment & Feedback Principle 5). These formative reflections aim to foster continuous engagement, self-assessment, and critical thinking, forming a foundation for summative assessments (Assessment & Feedback Principle 2).
- Peer feedback will require students to engage with and respond to formative feedback, such as through Moodle Forum or Wiki, refining their understanding and ideas for summative assessments (Assessment & Feedback Principle 7). This iterative process will enhance learning, encourage collaboration, and ensure students actively incorporate constructive feedback into their summative submission (Assessment & Feedback Principle 6).
- Ongoing documentation through developmental learning portfolios will be maintained throughout the module, compiling learning logs, reflections, and applied exercises. These formative elements will provide a sustained and structured record of engagement, serving as a basis for summative assessments, where students critically analyse and expand on their learning (Assessment & Feedback Principles 3-6).

## Verifying student identity without an exam

- Authentic, context-based assignments will require students to apply concepts to their own professional or personal experiences (Assessment & Feedback Principle 5). This ensures that responses are unique to individual students, reducing the risk of impersonation while reinforcing practical application and deeper understanding.

- Portfolio-based learning records, which provide optionality for students to choose the types of modalities and formats, such as audio or video recording with Panopto, an e-portfolio with Microsoft Sway, or creating a website using generative AI, alongside peer feedback, will serve as a verifiable engagement trail. These will document students' reflections, peer learning, applied learning to practical problems, and responses to feedback (Assessment & Feedback Principles 5-7).
- Summative assessments will require students to build on the aforementioned formative elements, ensuring authenticity and sustained participation. Furthermore, video-recorded presentations could be incorporated into summative/formative assessments, allowing students to verbally apply their assessment in real-world settings, such as explaining their ideas to employees or clients, articulate their reflections and learning journey, and demonstrate how formative activities and feedback shaped their understanding. This method provides a means of identity verification while reinforcing engagement with the learning process.
- Examples of tasks that are identity verified assessments: individually assessed laboratory and field work, performances, verbal defence of coursework, supervised clinical work, solution/report produced under supervision.
- Improve student identity verification by interactions with teacher and peers within the module

Incorporate summative checkpoints throughout the module and have students include key takeaways from these checkpoints in their summative assessments