students' assessment of our feedback from both Parts 1 and 2 to extract the impact, if any, this two-tier assessment has achieved on their learning and experiences before entering Level 5.

## 70. A Multifaceted Bioinstrumentation Assessment Approach in the Rehabilitation Sciences

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This study focuses on a second-year Bioinstrumentation course with learning objectives including the development of student skills, within a relevant health science context, in areas such as: Computer (Labview) programming; data acquisition and computer interfacing; signal processing and conditioning; sensor operation and application; and electronic circuit design, construction and analysis. The course ($n \approx 150$) is prerequisite for a Bioinstrumentation-in-Physiotherapy course involving the clinical application of electrotherapy modalities. A similar teaching philosophy[1] as utilised within a foundation Biophysics course is applied, together with authentic, learning-orientated assessment. The evidence-based assessment practices cater for a wide range of student learning styles, place high emphasis on practical skill development, and embed student engagement techniques to facilitate student ownership of curriculum and inherent academic mentoring. Examples include: vocation-related projects such as development of an EMG system; journal article-based written assignment investigating the selection rationale of a utilised sensor; and group instrumentation project which developed skills staircase towards (best project selected for first-year curriculum application).

Course evaluations show 83% of respondents agree/strongly agree assessment and its feedback are fair, clear and helpful (high for physics-based health science course). Average grades are strong (≈77%) and passing thresholds are set within examination, summative quiz, computer laboratory, and electronic laboratory components to encourage across-the-board engagement. The assessment-as-pedagogy practice and student commentaries on such are presented.

[1]R.J.Simeoni, Positive student outcomes achieved within a large-cohort health foundation year course in the face of a changing and challenging educational environment, *Practice and Evidence of the Scholarship of Teaching and Learning in HE, 6*(2),2011,249-267.

## 71. Student engagement in formative assessment

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We are interested in evaluating the move to using formative assessment, rather than summative assessment for level 1, 30 credit modules. The main driver for the change to formative assessment is to reduce costs but also for student feedback to focus on providing support for progression, rather than on attainment. In this poster, we compare two modules, both of which employ formative assessment with a view to gaining further insight into students' understanding of formative threshold and the impact on student engagement. This project forms part of a larger widespread project within the Science Faculty, to evaluate the impact of formative assessment.