This poster highlights assessment and feedback for the BA Childhood Practice degree which is an online distance learning programme for Early Childhood Education & Care (ECEC) Professionals, within the School of Education.

**formative assessment**
- Each unit is designed with three formative tasks feeding into the summative assessment.
- Formative Assessment through:
  - use of online action learning sets
  - collaborative learning
  - self-assessment
  - peer assessment
  - group presentations
  - group discussions
  - WebCT discussion sites
  - Reflective journal
  - Network days
  - Peer feedback
  - Tutor feedback

**summative assessment**
- clearly stated success criteria
- use of SCQF to ensure assessment criteria are at appropriate level
- use of SMART target setting
- presentation of the formative tasks evidencing aspects of all of the above
- an assignment where each section is clearly linked to the others

**feedback**
- Detailed written feedback from tutors given on each Formative Task
- Peer feedback on each Formative Task from within action learning sets
- Detailed written feedback from tutors given on summative assessment
- Next steps for learning clearly identified
- All feedback feeds forward - on each Formative to the Summative and each Summative to next unit.

**benefits**
- Benefits of a process based approach to assessment promoting graduates through:
  1. Social Constructivist approach to learning
  2. learning processes develop into transferable skills
  3. students build confidence academically and professionally
  4. students are enabled rather than tested which enhances self-esteem

**how do we know?**
- quality of assignments
- clear student progression through CAS Grades
- use of SCEF to give feedback
- External Examiner reports
- Student retention