Specialist Community Public Health Nursing: Understanding and Exploring 'Assessment for Learning' (AfL) through a Socio-cultural Perspective.

Introduction

Assessment is not isolated from learning, "*rather teaching, learning and assessment are inextricably interrelated*" (Gipps, 2002, p 73) and it is difficult to talk about either one independently. Whilst assessment is debated and definitional issues apparent (Bennet, 2011) or as Bennet (2011, p 4) asserts "*the educational equivalent to urban legend*" it is nevertheless deeply rooted in education and pedagogy (Crossouard and Pryor, 2012). Assessment, as well as focusing on accreditation or 'of ' learning (Harlen, 2006) also focuses on formative assessment or as defined in this paper assessment 'for' learning (AfL) (Sadler, 1998; Marton and Säljo 2005; Rust et al, 2005; Harlen, 2006; Brown, 2007; Crossouard and Pryor, 2008). AfL is a dynamic process that seeks and interprets evidence of learning from the perspective of learner and teacher in order to fill a gap between what is understood and what is aimed to be understood (Sadler, 1989). Whilst some authors such as Swaffield (2011) suggests AfL is a teaching and learning process with active student involvement other authors offer a more thorough explanation encompassing feedback and reference to deep and meaningful approaches that consider collaboration, self-direction and lifelong learning (Sambell et al, 2013). Although studies often focus on particular aspects of assessment; feedback (Orsmond, Merry and Reiling, 2005; Wingate, 2010; Blair and McGinty 2013), peer assessment (Cartney, 2010), formative assessment (Jenkins, 2010) and summative and formative relationships (Taras, 2005, 2008) considerable dialogue continues regarding how assessment is understood, interpreted and implemented amongst educationalists. Critics add to the confusion drawing attention to the weak, flawed and overestimation of the empirical evidence that AfL improves attainment (Dunn and Mulvenon, 2009).

In this paper I have drawn on educational and nursing research that explores AfL from a number of theoretical perspectives and question if assessment processes that have been successful in the past need to be reconsidered in light of newer approaches to learning and in professions where considerable learning takes place in practice. In any learning situation

context is important in understanding the direction of change, *"we can't know what and how to teach … unless we have some idea what challenges and opportunities are which we imagine they (students) are going to meet "*(Claxton, 2009, p 181). Wells and Claxton (2002) draw attention to the postmodern world where the focus on education has shifted from knowledge transmission to critical enquiring minds and higher order thinking. In a competitive performative culture (Ball, 2003) students as customers and consumers (Clegg, 2004; Archer, 2008) need to be confident as independent learners to negotiate and evaluate information effectively (Quality Assurance Agency, 2005; Yorke, 2005; Centre for Educational Research and Innovation, 2015; Orsmond and Merry, 2017). Consequently, assessment approaches need to take account of this wider perspective and promote independence in the workplace. ==Boud (2010) calls for the preparation of students in sustainable assessment practices, the abilities to self and peer assess as essential skills in life-long learning.==

Although perspectives may include cognitivist, behaviourist, and motivational, the socio-cultural theories that consider constructivism, where learning and identity take place in a lived in world (Lave and Wenger, 1991) and require personal knowledge construction and meaning-making (Gipps, 2002) seems most fitting in a health visiting and school nursing context. Socio-cultural approaches to learning see and value the process of assessment as well as the product, or grade. Assessment is considered dynamic rather than static with consideration to both the social and cultural context. Developing assessment methods that recognise the diversity of student groups and align with contemporary learners will integrate learning outside of the overt curriculum, strengthen autonomy and promote independence in readiness for employment and life-long learning (Pollard, 2003; Osborne et al, 2003; Boud and Falchikov, 2006; Bevitt, 2015). Focusing solely on learning outcomes with traditional assessment practices may therefore be misplaced. The terms student and learner, teacher and lecturer are used interchangeably throughout the paper.

Post Registration Nursing

As a lecturer on the Specialist Community Public Health Nursing (SCPHN) programme, students are qualified nurses, registered with the Nursing and Midwifery Council (NMC,

2004) and undertake 52 weeks of post graduate nursing education, 50% theory and 50% practice, in relation to their chosen discipline (health visiting and school nursing). Students spend significant time in their practice placements supported by NMC practice teachers (NMC, 2008) who assess skills, knowledge and interpersonal behaviours through observation, discussion, presentation, reflective accounts and portfolios (Gopee, 2010). Concerns have been expressed regarding practice teachers' numbers and their ability to support students due to high workloads (Kin, 2010; UNITE 2013). As both practitioner and teacher, workloads can impact on the ability to support students and on the quality of student experience (Leyshom, 2005; Kenyon and Peckover, 2008; Lindley et al, 2011; Carr and Gidman, 2012). In line with the literature my experiences as a practice teacher and lecturer highlight that assessment processes are often variable, not always useful and feedback often too general (Maclellan, 2001; Clegg, 2004; Rust et al, 2005; Weaver, 2006). Anecdotal evidence also suggests variations in expectations of student performance by practice teachers and equally in students' expectations of practice teachers. In higher education more generally, assessment is an aspect of the learning experience which students are least satisfied with (Price et al, 2011; Higher Education Academy, 2012) and is seen as most in need of improvement (Quality Assurance Agency, 2005). Whilst Race's (2003, p 5) description of assessment as *"broken' and deficient"* may be over-exaggerated it is evident that assessment processes may not always facilitate optimum learning (Maclellan, 2001; Mumm, Karm and Remmik, 2015).

Students on the SCPHN programme are <mark>mostly mature</mark>. Waller (2006) writes that referring to mature students as a distinct social category sharing similar characteristics is outdated and does not consider the diversity amongst learners, identifying that students' experiences are *"too complex, diverse and individually situated to be meaningfully understood" (Waller, 2006, p 116)*. Increased diversity is also recognised by Pollard (2003) and Chappell et al, (2003) who identify difference in terms of class, gender, ethnicity and other social factors as 'multiple positioned'. Nevertheless, commonalities exist that present study challenges i.e. parenting young children, caring for older relatives as well as health and financial implications. Gipps (2002, p75) argues that AfL needs to consider students' needs in order to ensure *"best performance rather than typical"* (Gipps, 2002, p75). Whilst Gipps is referring to auxiliary tools (including adult support) <mark>in assessment situations the idea of AfL processes being aligned to students' needs is undeniable. In practice this means ensuring all</mark>

formative assessment processes such as observations, reflections, informal discussions etc. are explored with the student in terms of how helpful (or not) such processes are for their learning and development. Equally whilst there are some studies exploring practice teachers' assessment of SCPHN students and the importance of understanding learning theory (Cross et al, 2006; Rita, 2008; Wilkes, 2011; Philips, 2017) there is limited evidence of enquiries into AfL that consider joined up approaches across practice and university and/or the use of theoretical frameworks to illuminate new understandings. Equally the perspective often seems to be from the teacher's rather than the students' lived experience. Koh, (2010) identifies the lack of research in Afl as a particular concern in nursing education.

Review of Published Literature from a Socio-Cultural Perspective

Whilst, there are a number of seminal studies overwhelmingly supportive of AfL increasing student learning and achievement (Sadler, 1998; Black and Wiliam, 1998; Nicol and Macfarlane-Dick, 2006; Boud, 2007; Carless, 2007; Crossouard and Pryor, 2008) there is also a sense that claims are "*over-stated and under-theorized*" (Torrance and Prior, 1998, p 4) and not always robust (Dunn and Mulvenon, 2009). Equally apparent, is that despite a perceived increase in student collaboration and the need to integrate self and peer assessment, traditional assignment and teacher dominance remains (Maclellan, 2001, Mumm, Karm and Remmik, 2015). Exploring AfL through a socio-cultural perspective may however shed light on assessment processes and support assessors in assessing and advancing their own practice as well as improving alignment to student learning.

A socio-cultural perspective of AfL has as its underpinning the epistemology of social constructionism, the belief that a great deal of life exists as it does, due to social and personal influences (Gergen, 1985). Associated with the developmental theories of Vygotsky, Bruner and Bandura, a constructionist perspective views AfL as rooted in symbolic interactionism, meanings arise from social behaviours and interactions with artefacts and the world around them. Berger and Luckman (1996 p. 75) refer to "*knowledge and people's conceptions (and belief) of what reality is become embedded in the institutional fabric of society*". Whilst this model argues that students ought to be actively engaged with every stage of the assessment process in order to understand what is expected (Rust et al, 2005) my own

experience and research highlights students' engagement can vary (Linnenbrink-Garcia and Pekrun, 2011; Kahu et al, 2015).

Relevant today Perrenaud (1999) identified that a paradigm shift is required in students' constructs of what it is to learn, especially for those who may be content to just get by. Shifting learning from a passive one-dimensional acquisition of knowledge to a more active activity, with the *"learner in the driver's seat"* (Rege Colet 2017, p 72) requires the teacher to facilitate higher order thinking skills where knowledge is actively and mutually constructed in an open collaborative climate. Using a socio-constructivist lens, teachers can explore how their student views formative assessment (AfL) and which assessment processes may help to achieve *"best performance"* (Gipps, 2002, p75). A change in the 'learning narrative' (Carr, 2001) or disposition to learning may be essential in order to motivate improved engagement and responsibility. Although learning narratives may be difficult to change having evolved from the habits and norms of childhood experiences a socio-constructivist model reasons that newer meanings can be re-constructed through participation, interaction and a supportive compassionate environment. Practice teachers taking time to explore previous learning experiences at the start of placements and ascertaining how students perceive assessment processes particularly the giving and receiving of feedback may be helpful. Anxieties and concerns can then be accommodated, and newer narratives assimilated. Gipps, (2002, p 79) highlights the need for every teacher *"who wants to practise formative assessment must reconstruct the teaching contract so as to counteract the habits required by his/her pupils".* Having discussions early on with students, that focus on what it is to learn, how this learning will or can be assessed, negotiating and articulating achievable objectives will provide opportunities to construct newer updated meanings and mutual understandings of assessment and how as a process assessment can facilitate optimum learning. Misunderstandings or variances in expectations can be explored and newer narratives co-constructed in a more collaborative manner. For practice teachers and lecturers working with SCPHN students' anxieties around new roles and placements, mismatched expectations and subjectivities can be ironed out at an early stage leading to a more productive and conducive learning environment and relationship.

Educationists have used their understanding of socio-constructivist approaches to illuminate and build on student learning and achievement. In Oxford Brookes lecturers offered students a series of workshops to help make sense of assessment processes, strengthen the use of feedback and improve overall learning and attainment (Rust et al, 2005; Price, et al, 2007). Whilst summative attainment did not increase, findings suggested that the additional input exploring assessment as a tool to improve learning was valued by students, *"overwhelmingly viewed as useful"* (Price et al, 2007, p 149). Students gained a deeper understanding of the course content through reading and assessing each other's work. Whilst research shows that frequent self-assessment and peer evaluation can be effective in increasing student achievement (Boud, 2010) it is challenging in practice to find sufficient time to develop the necessary skills and competencies required. However, increasing negotiation of assessment processes that include both peer and self-assessment may facilitate increased confidence in self-monitoring and self-regulation of learning. Drawing on the work of Jurgen Habermas (1991) around open discourse communication the focus on respecting and understanding the perspective of others suggests a reduction in the hierarchy and power differential between learner and teacher. In terms of AfL a more negotiated, collaborative, open-ended discussion that centres on learning activities will be valuable. This may include a conversation on what methods of formative assessment will be used, exploring how and when feedback is to be provided, how action planning is to be managed and how and when reviews will take place. Whilst the socio-constructivist perspective identifies collaboration and increased student voice as a mechanism to reduce power differentials (Crossouard, 2009) there is also however the consideration that for some students accessing a learning environment that alleges something different (or new) may in fact heighten anxiety and confusion. Nevertheless, if as this theory suggests learning narratives play such a crucial role, the implications for spending time and undertaking initial foundational ground work with students in the induction/start period and also reviewing at timely intervals will be valuable.

Torrance and Pryor's (1998) research exploring classroom assessment practices across primary, secondary and higher education can also shed some light on how our own understandings of assessment can result in variable AfL practices. Teachers who considered the learner as active, positioned in dialogical interactions that were socially based and provided a greater degree of self-regulation and management were said to apply divergent

assessment practices. In AfL terms, processes to develop learning in a divergent approach centred less on the end product and more on the process of learning, for example engaging in collaborative experiential learning activities or working with peers, problem solving. Teachers taking a more convergent approach to assessment practices focused on the end product of assessment (summative) and tended to be more directive and rule bound. Whilst there is room for both approaches in learning and teaching divergent approaches are thought to offer a more streamlined approach between learner and teacher in terms of power and equity. This is often seen as being more suited to learners with less social capital (Bourdieu, 1991). Equally a sense of connection and levelling of power may have some bearing on the work of Bernstein's, classification and framing concepts (Bernstein, 1996). Curricula and learning may be more accessible with flexible assessment processes i.e. less structure and rigidity, a looser 'classification' and 'framing' approach. However, it is also possible that some students prefer or work best in a more ordered environment where expectations are clearly set out and managed, that is a tighter 'classification' and 'framing' or a more convergent approach. Whilst my own experience as a practice teacher in community settings often highlighted a tighter more structured approach to student learning, a product of a performative culture (Ball, 2003) more autonomous, self- directed and collaborative learning approaches, brought into the mainstream by Malcolm Knowles (Knowles, 1989) are thought to be more prevalent. However, embedding AfL as an approach or tool to enhance learning and facilitating "best performance" is less understood. Using a socio-cultural perspective also offers practice teachers an opportunity to explore their own performance as assessors. This will involve constant "*interpretation and recontextualisation*"(Braun, Maguire and Ball, 2010, p 549) on the here and now to ensure an alignment with the student.

Conclusion

In reviewing how, socio-cultural theories understand and view AfL, other perspectives may be disregarded. Whilst sociocultural theory views assessment as operating in the social and cultural setting other perspectives may offer other advantages and insights. The evolving field of neuroscience offers alternative ways of thinking that will

inevitably have some implications for both undergraduate and postgraduate study (Blakemore, 2009). A further area of study with significant implications for assessment and learning more generally is the influence of affect or emotion (Steinberg, 2008; James, 2009). Education and learning presents as a place of high affective intensity where emotions such as anxiety need in some way to be contained. This is especially true when considering assessment loads in educational programmes and continual assessment in practice. In considering 17.6 per cent of the English population aged between 16 and 64 meet the criteria for one or more common mental health disorders (McManus et al 2009) it is vital that this is taken into consideration. As a teacher it is crucial to reflect on how the needs of students can be met and within this maintain an awareness of the wider impact of societal influences on the lives of those we teach.

I recognise that within this paper I have predominately drawn on educational literature and socio-cultural theories to illuminate understandings of AfL. Whilst there is the recognition that some parallels and generalizations can be drawn from a nursing perspective, conceptualizations of AfL vary considerably. The amount of literature on AfL can also be overwhelming and conflicting that it is difficult to draw too many conclusions and/or infer the same for nursing education. What is relevant however is that AfL is complex and has many meanings and many understandings. As assessors it is imperative to work more collaboratively with students, exploring learning narratives, negotiating transitions and communicating expectations for mutual benefit. Equally, reflecting on our own skills and attributes as facilitators of learning and remaining open, flexible and compassionate to ourselves and others is key to ensure the best outcomes for all.

2889 words

References

Ball, S. (2003) "The teacher's soul and the terrors of performativity". *Journal of Education Policy,* 18 (2)

Bennett, R. (2011) "Formative assessment: a critical review" Assessment in Education: Principles, Policy and Practice, 18:1, 5-25,

Berger, P.L. and Luckmann, T. (1996) *The social construction of reality: A treatise in the sociology of knowledge.* Hamondsworth, Middlesex: Penguin Education.

Bernstein, B. (1996) *Pedagogy symbolic control and identity* London: Taylor & Francis).

Bevitt, S. (2015) "Assessment innovation and student experience: a new assessment challenge and call for a multi-perspective approach to assessment research", *Assessment & Evaluation in Higher Education,* vol. 40, no. 1, pp. 103-119.

Black, P. and Wiliam, D. (1998) "Inside the black box: Raising standards through classroom assessment." *Phi Delta Kappa*, October 192.

Blair, A. and McGinty, S. (2013) "Feedback-dialogues: Exploring the student perspective." *Assessment and Evaluation in Higher Education* 38 (4): 466–476.

Blakemore, S. (2009) "Brain development during adolescence". In: H. Daniels, H. Lauder and J. Porter, ed., *Educational Theories, Cultures and Learning*, 1st ed. Oxon: Routledge.

Bourdieu, P. (1991) *Language and symbolic power*. Cambridge, MA: Harvard University Press.

Boud, D. and Falchikov, N. (2006) Aligning assessment with long-term learning, *Assessment & Evaluation in Higher Education,* vol. 31, no. 4, pp. 399-413.

Boud, D. (2007) "Reframing assessment as if learning were important". In Boud, D. & Falchikov N.(Ed.) Rethinking assessment in Higher Education, learning for the longer term (pp 14-27) London: Routledge.

Braun, A., Maguire, M. and Ball, S. (2010) "Policy enactments in the UK secondary school: examining policy, practice and school positioning", *Journal of Education Policy,* vol. 25, no. 4, pp. 547-560.

Brown, S. (2007) "Feedback and feed-forward". Centre for Bioscience Bulletin 22: 1. *Higher Education Academy.*

Carless, D. (2007) "Learning-orientated assessment: Conceptual bases and practical implications." *Innovations in Education and Teaching International* 44, (1), 57– 66.

Carr, M. (2001) *Assessment in early childhood settings: learning stories,* Paul Chapman, London.

Carr, H. and Gidman, J. (2012) Juggling the dual role of practitioner and educator: practice teachers' perceptions, *Community practitioner: The Journal of the Community Practitioners' & Health Visitors' Association,* vol. 85, no. 2, pp. 23.

Cartney, P. (2010) Exploring the use of peer assessment as a vehicle for closing the gap between feedback given and feedback used." *Assessment & Evaluation in Higher Education* 35 (5): 551–564.

Centre for Educational Research and Innovation, Assessment for learning Formative http://www.oecd.org/site/educeri21st/40600533.pdf [Accessed 12/12/16]

Claxton, G. (2009) "Cultivating Positive Learning Dispositions" In: Daniels, H., Lauder, H. and Porter, J. eds (2009) *Educational Theories, Cultures and Learning, A Critical Perspective.* Oxon. Routledge

Clegg, K. (2004) Playing safe: Learning and teaching in undergraduate law. UK Centre for Legal Education, Warwick University. Available from:https://www.heacademy.ac.uk/resource/playing-safe-learning-and-teaching-undergraduate-law (accessed 08.03.18)

Cross, V., Moore, A., Morris, J., Caladine, L., Hilton, R. and Bristow, H .(2006) *Practice-Based Educator: A Reflective Tool for CPD and Accreditation*. John Wiley & Sons,

Crossouard, B. (2009) A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey. *Research Papers in Education*, 24 (1), 77-93.

Crossouard, B. and Pryor, J. (2008) Becoming researchers: a sociocultural perspective on assessment, learning and the construction of identity in a professional doctorate, *Pedagogy, Culture & Society,* 16:3, 221-237,

Crossouard, B. and Pryor, J. (2012) How theory matters: Formative assessment theory and practices and their different relations to education, *Studies in Philosophy and Education,* vol. 31, no. 3, pp. 251-263.

Dunn, K. and S. Mulvenon (eds) (2009) "A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education." *Practical Assessment, Research & Evaluation*, 14:7, March 2009. p. 1. http://pareonline.net/getvn.asp?v=14&n=7 [Accessed8/3/18]

Gergen, K. (1985) Theory of the self: Impase and evolution. In Berkowitz (Ed), *Advances in Experimental Social Psychology*. New York, Academic Press.

Gipps, C. (2002) "Socio-cultural Perspectives on Assessment" In: Wells, G. and Claxton, G. eds (1991) *Learning for Life in the 21st Century* Oxford Blackwell Publishers

Gopee, N. (2010) *Practice Teachers in Healthcare*. London. Sage.

Habermas, J. (1991) *Moral Consciousness and Communicative Action*. Cambridge: MIT Press.

Harlen, W. (2006) On the relationship between assessment for formative and summative purposes. *In Assessment and Learning*, ed. J. Gardner, 61–80. London: Sage.

Higher Education Academy. (2012) *A Marked Improvement, Transforming Assessment in Higher Education*. York: Higher Education Academy.

House of Commons (2016) Apprenticeships Policy in England. Briefing Paper Nov 16. https://www.gov.uk/government/publications/apprenticeship-levy [Accessed4/3/18]

James, C. (2009) "Teaching as an Affective Practice" In: H. Daniels, H. Lauder and J. Porter, ed., *Educational Theories, Cultures and Learning*, 1st ed. Oxon: Routledge.

Jenkins, J. (2010) "A Multi-faceted formative assessment approach: Better recognizing the learning needs of students." *Assessment & Evaluation in Higher Education* 35 (5): 565–576.

Kahu, E., Stephens, C., Leach, L. and Zepke, N. (2015) "Linking academic emotions and student engagement: mature-aged distance students' transition to university", *Journal of Further and Higher Education,* vol. 39, no. 4, pp. 481-497.

Kenyon, L. and Peckover, S. (2008) 'A Juggling Act': an analysis of the impact of providing clinical placements for pre-registration students on the organisation of community nursing and health visiting work. *Nurse education today,* **28**(2), pp. 202-209.

Kin, L. (2010) A Qualified Service. *Community Practitioner* 83 (3): 10:1

Knowles, M.S. (1989). *The making of an adult educator*. San Francisco, CA: Jossey-Bass.

Koh, L. (2010) "Academic staff perspectives of formative assessment in nurse education", *Nurse Education in Practice,* vol. 10, no. 4, pp. 205-209.

Lave, J. and Wenger, E. (1991) *Situated Learning, Legitimate Peripheral Participation*. University of Cambridge Press, Cambridge.

Lindley, P., Sayer, L. and Thurtle, V. (2011) Current educational challenges for specialist community public health nurses following a health-visiting pathway and the consequences of these challenges for public health, *Perspectives in Public Health,* vol. 131, no. 1, pp. 32-37.

Linnenbrink-Garcia, L. and Pekrun, R. (2011) Students' emotions and academic engagement: Introduction to the special issue, *Contemporary Educational Psychology,* vol. 36, no. 1, pp. 1-3.

Maclellen, E. (2001) Assessment for learning: the different perceptions of tutors and students, *Assessment and Evaluation in Higher Education,* 26(4), 307–318.

McManus, S., Meltzer, H., Brugha, T., Bebbington, P. and Jenkins, R. (2009) Adult psychiatric morbidity in England, 2007. Results of a household survey. Available at: http://content.digital.nhs.uk/pubs/psychiatricmorbidity07 (Accessed on 4/3/18).

Marton, F., and R. Säljo. (2005) "Approaches to Learning." In the Experience of Learning: Implications for Teaching and Studying in Higher Education, 3rd (internet) ed., edited by F. Marton, D. Hounsell, and N. Entwistle, 39–58. Edinburgh: University of Edinburgh Centre for Teaching, Learning and Assessment.

Mumm, K., Karm, M. and Remmik, M. (2015) Assessment for learning: Why assessment does not always support student teachers' learning, *Journal of Further and Higher Education,* vol. 40, no. 6, pp. 780-803.

Nicol, D. and Macfarlane-Dick, D. (2006) Rethinking formative assessment in HE: a theoretical model and seven principles of good feedback. *Studies in Higher Education*, 31:2 199-218.

Nursing and Midwifery Council (NMC), (2004) Specialist Community Public Health Nurses Competencies. NMC, London. https://www.nmc.org.uk/registration/staying-on-the-register/scphn-registration/ [Accessed 13/03/2018]

Nursing and Midwifery Council (NMC) (2008) Standards to support learning and assessment in practice https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-to-support-learning-assessment.pdf [Accessed 13/03/18]

Orsmond, P., Merry, S. and Reiling, K. (2005) Biology student's utilization of tutors' formative feedback: A qualitative interview study. *Assessment & Evaluation in Higher Education* 30 (4): 369–386.

Orsmond, P. and Merry, P. (2017) Tutors' assessment practices and students' situated learning in higher education: chalk and cheese, *Assessment & Evaluation in Higher Education*, 42:2, 289-303,

Osborn, M., Broadfoot, P., McNess, E., Planel, C., Ravn, B. Triggs, P., Cousin, O. and Winther-Jensen, T. (2003) *A world of difference? Comparing learners across Europe* (Maidenhead, Open University Press)

Perrenoud, P. (1991) "Towards a Pragmatic Approach to Formative Evaluation" In: Weston, P ed, *Assessment of Pupil's Achievement: Motivation and School Success* (pp77-101). Amsterdam. Swetts and Zeitlinger

Phillips, K. (2017)"The practice teacher role in facilitating a supportive clinical learning environment for students", *Journal of Health Visiting,* vol. 5, no. 1, pp. 44-47*.*

Pollard, A. (2003) "Learning through life—higher education and the life-course of individuals", In: M. Slowley and D. Watson (Eds) Higher education and the life-course (Maidenhead,SRHE/OUP)

Price, M., O'Donovan, B. and Rust, C. (2007) "Putting a social-constructivist assessment process model into practice: building the feedback loop into the assessment process through peer review", *Innovations in Education and Teaching International,* vol. 44, no. 2, pp. 143-152.

Price, M., J. Carroll, B. O'Donovan, and Rust, C. (2011) If I was going there I wouldn't start from here: A critical commentary on current assessment practice. *Assessment & Evaluation in Higher Education* 36 (4): 479–492.

Quality Assurance Agency, (2005) Enhancement Themes: Assessment. http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement/enhancement-themes [Accessed 3/01/17]

Race, P. (2003) "Why fix assessment?" In: Cooke, L and Smith, P. (Eds) *Seminar: reflections on learning and teaching in higher education* (Buckinghamshire, Chilterns University College).

Rege-Colet, N. (2017) From content-centred to learning-centred approaches: shifting educational paradigm in higher education, *Journal of Educational Administration and History*, 49:1, 72-86,

Rita, N. (2008) "A handle on learning: SCPHN practice teachers need to unlock the opportunities of a rapidly developing role in order to retain their key professional position", *Community Practitioner,* vol. 81, no. 11, pp. 40.

Rust, C., O'Donovan, B. and Price, M. (2005) A social constructivist assessment process model: how the research literature shows us this could be best practice, *Assessment & Evaluation in Higher Education,* vol. 30, no. 3, pp. 231-240.

Sadler, R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18, 119–144.

Sadler, R. (1998) Formative assessment: Revisiting the territory. *Assessment in Education*, 5 (1) 77–84.

Sambell, K., L. McDowell, and C. Montgomery. (2013) *Assessment for Learning in Higher Education*.

New York: Routledge.

Steinberg, C. (2008) Assessment as an "emotional practice" *English Teaching: Practice and Critique* December 2008, Volume 7, Number 3. pp. 42-64

Swaffield, S. (2011) Getting to the Heart of Authentic Assessment for Learning. *Assessment in Education: Principles, Policy & Practice* 18 (4): 433–449.

Taras, M. (2005) "Assessment – summative and formative – Some theoretical reflections." *British Journal of Educational Studies* 53 (4): 466–478

Taras, M. (2008) "Summative and formative assessment." *Active Learning in Higher Education* 9 (2): 172–192.

Torrance, H. and Pryor, J. (1998) *Investigating formative assessment: teaching, learning and assessment in the classroom,* Open University Press, Buckingham.

Unite/CPHVA. (2013) Clinical confidence and competence: the education of Specialist Community Public Health Nurse (SCPHN) students; a briefing). London: Unite.http://www.unitetheunion.org/uploaded/documents/CPHVASCPHNEducation11-6736.pdf [Accessed 3/03/17]

Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Waller, R. (2006) "I Don't Feel Like 'A Student', I Feel Like 'Me'!: The over-simplification of mature learners' experience(s) *Research in Post-compulsory Education* 11 (1), pp. 115-130

Weaver, M. (2006) Do students value feedback? Student perceptions of tutors' written responses." *Assessment & Evaluation in Higher Education* 31 (3): 379–394

Wells, G. and Claxton, G. (2002) *Learning for life in the 21st century: sociocultural perspectives on the future of education,* Blackwell Publishers, Oxford.

Wilkes, Z. (2011) A framework to support practice teachers in the assessment process. *Community Practitioner* **84**(12): 24–7

Wingate, U. (2010) The impact of formative feedback on the development of academic writing." *Assessment & Evaluation in Higher Education* 35 (5): 519–533.

Yorke, M. (2005) Formative assessment in Higher Education: Ist significance for employability, and steps towards Its enhancement" *Tertiary Education and Management*, 11, pp. 219–238.