

LTC14D188

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## Issue

The proposed **Senate Guidance on Assessment & Feedback** brings into a single, comprehensive document, key policies, guidance, practical resources and sources of information relating to the use of assessment at UEA and the provision of feedback to our students.

The Guidance is aimed at academic staff, especially those new to the University or to teaching, but it will be available to students and other staff too.

There are a number of benefits for the University in providing this kind of guidance:

- 1) It is important that research informs not just WHAT we teach, but also HOW we teach. The guidance is informed, throughout, by the discourse around teaching and learning, and by that relating to assessment and feedback in particular. A research-informed approach to teaching requires guidance which embodies this research.
- 2) Enhanced use of Assessment and Feedback lie at the heart of the Learning and Teaching Strategy 2014-19. The guidance articulates our approach to the use of both, thereby supporting the implementation of the Strategy across the University. The guidance demonstrates a strategic approach to enhancement by ensuring that 'good practice' is pro-actively promoted across the University. This will also reinforce and the University's 'strategic approach to enhancement' which will be a key consideration within the HER audit.
- 3) As a result of the New Academic Model much more emphasis is now placed on assessment as an iterative process, with formative assessment at the heart of the student learning process. The guidance addresses this by ensuring that the University's requirements relating to the use of formative assessment are clearly articulated. It also encompasses a Formative Assessment Toolkit that provides a large number of practical examples of effective formative assessment.
- 4) It ensures that key policies that inform assessment and feedback are articulated clearly in a single 'one-stop-shop' format, making it easier for staff and students to locate and refer to them.
- 5) Each year the University recruits large numbers of new staff in academic, learning support and administrative roles. Having a single set of guidance will help new staff to rapidly engage with and understand the University's approach to assessing students and providing feedback.
- 6) It provides a rich array of resources that embody and exemplify best practice in assessment and feedback, thus ensuring that this is effectively and efficiently promoted to those engaged in teaching and supporting learning.
- 7) The guidance provides useful links to key online resources in the sector, and also a comprehensive bibliography that will help staff to engage with and explore further the research literature on the subject of assessment and feedback in higher education. Locating resources of this kind can be difficult for staff unused to researching aspects of pedagogy – the guidance will make this much easier and quicker.

- 8) Many universities – including UEA's close competitors – provide similar guidance or codes of practice of this kind. It is important that UEA embraces sector 'norms' and publishes clear information to both staff and students about its approach to assessment and feedback.

### **Recommendation**

The members of LTC are asked to consider and approve the proposed Senate Guidance on Assessment & Feedback.

### **Resource Implications**

No significant resource implications – the guidance articulates existing approaches and promotes best practice.

### **Risk Implications**

There is a risk to the University in not providing Guidance of this kind in the sense that staff and students need to be able to access information of this kind quickly and easily. It is particularly important that new and less experienced staff are supported to engage rapidly and effectively with our ethos, policies, approaches and systems relating to assessment and feedback.

### **Equality and Diversity**

It is not envisaged that the Senate Guidance on Assessment & Feedback will have any negative impacts on students with protected characteristics. Quite the contrary – the Guidance will ensure that all staff and students are able to access information easily and quickly. It will also help to ensure a more creative and dynamic approach to assessment and feedback which will impact positively on the learning experience of all students.

### **Timing of decisions**

If approved by LTC, the Guidance will be immediately added to the LTS website and will be promoted to all staff. The University will also work with members of the UUEAS to ensure that students are aware of it and have access to it.

### **Further Information**

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### **Background**

It is important that UEA adopts a strategic approach to enhancing assessment & feedback. This is expected within Chapter B3 of the UK Quality Code. This is an area where the University also currently under-performs in the NSS and PTES. It is important, therefore, that the University takes deliberate steps to ensure that staff have access to comprehensive guidance and resources to implement changes in their own practice.

Following the approval of a new Learning and Teaching Strategy for Taught Programmes 2014-19 at LTC in January 2014<sup>1</sup>, the University's Academic Director for Taught Programmes (ADTP) initiated the development of a set of institutional guidance relating to assessment and feedback practices. The aim of this initiative is to draw together into a single reference point for staff helpful and constructive guidance on the University's agreed policies relating to assessment and feedback, and examples of good practice they can draw-upon to inform their practice. The guidance is viewed, therefore, as a key driver for enhanced practice around assessment and feedback and a tool for enhancing, consequently, more effective use of both assessment and feedback as activities that support student learning and a positive student experience.

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<sup>1</sup> Learning and Teaching Strategy for Taught Programmes (LTC Agenda item A.2, 29 January 2014)

Working closely with senior managers in the University's Learning and Teaching Service, with Faculty LTQCs and with TPPG, the ADTP was able to bring forward a draft of the 'Senate Guidance on Assessment and Feedback' for discussion at TPPG in June 2014<sup>2</sup>. Following feedback from FLTCs and TPPG members, a revised draft came to TPPG on 19 November 2014<sup>3</sup>. In order to ensure full consultation during the iterative process the revised copy of the Guidance was referred back to FLTQCs for further discussion and feedback in January/February 2015. Further revisions have resulted in this document currently under consideration by LTC.

## **Discussion**

The proposed Senate Guidance on Assessment & Feedback is a Section A agenda item and is therefore open for discussion by LTC members. Members are asked to approve the document, with the recommendation that it is reviewed and updated annually. Constructive feedback and suggestions for enhancement are welcome throughout the year.

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<sup>2</sup> Draft Senate Guidance on Assessment & Feedback (TPPG, Agenda Doc H, 4 June 2014)

<sup>3</sup> Draft Senate Guidance on Assessment & Feedback (TPPG, Agenda Doc G, 19 November 2014)

# Senate Guidance on Assessment and Feedback

Approved by LTC: tbc

*“Assessment makes more difference to the way that students spend their time, focus their effort, and perform, than any other aspect of the courses they study, including the teaching. If teachers want to make their course work better, then there is more leverage through changing aspects of the assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else”.*

Graham Gibbs, Using assessment to support student learning at UEA (UEA, 2011)

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## 1.0 INTRODUCTION

Effective assessment is at the heart of student learning. The University is committed to ensuring that the assessments employed within its degree programmes are fit for purpose and efficiently supported by both academic and support staff, and by robust processes. It is committed to ensuring, also, that assessment strategies are properly coordinated at programme level and designed so as to enable students to achieve and demonstrate the full range of programme level outcomes. Assessment encompasses all judgements made about the work of a student, including judgements about their skills, abilities and progress in their course. In part, students are assessed so that UEA can give the appropriate awards to its students. In doing this we are ensuring that we meet the needs of students, potential employers, and professional and statutory bodies governing a range of professions. However, assessment – both formative and summative – can also help students learn, particularly through effective feedback on their work.

This guidance document summarises the philosophy and principles underlying the University's assessment activities and the University's expectations in relation to the design, implementation and review of assessment strategies for all taught programmes. It covers a range of matters within the scope of assessment. Whilst it is aimed primarily at academic staff of the University, it also provides a helpful point of reference for external examiners. It links to and should be read in conjunction with the University's [Learning and Teaching Strategy](#) and the Regulations that apply to undergraduate and integrated masters courses ([Bachelors and Integrated Masters Regulations](#)) and taught postgraduate masters courses ([Common Masters Framework](#)).

This guidance document is informed by the Quality Assurance Agency for Higher Education's *Quality Code for Higher Education, in particular Chapter B3, Learning and Teaching and Chapter B6 Assessment of Students and the recognition of prior learning, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)* and individual QAA subject benchmark statements.

The University has in place institution-wide policies and regulations relating to certain aspects of assessment, but it also recognises that Schools of Study require flexibility within accepted parameters to adopt the most appropriate assessment practices in the light of the particular needs of the subject discipline, the programme outcomes, professional, statutory and regulatory body (PSRB) requirements and the needs of the students studying on the programme.

The University will continue to develop its systems for monitoring the effectiveness of its assessment strategies. This Guidance will be reviewed regularly to ensure its currency and that it reflects developments within the higher education sector.

## 2.0 ASSESSMENT

## 2.1 Definition of Assessment

Assessment is the process by which students demonstrate their learning through structured activities designed for this purpose.

## 2.2 Key Principles & Vision

### Principles

Each course should include a series of assessment tasks or assignments which satisfy the principles described below:

- Educational: The processes of assessment should help students to learn and/or reinforce previous learning, and to progress in their studies.
- Inclusive: An inclusive environment for learning anticipates the varied requirements of learners, for example because of a declared disability, specific cultural background, location, or age, and aims to ensure that all students have equal access to educational opportunities.
- Equal opportunity: Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. Disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of individual reasonable adjustments wherever necessary. Offering an equal opportunity to learn is distinguished from offering an equal chance of success.
- Fair & transparent - The processes of assessment should be fair and transparent.
- Regulatory: The processes of assessment should be conducted in accordance with the University's regulations.

### Vision

The vision for assessment and feedback is that by the end of academic year 2015/16 we will have an assessment and feedback process which is:

- ✓ Part of the teaching and learning experience, with submission points embedded in teaching materials as part of the learning narrative.
- ✓ Robust and challenging for students, with an enhanced iteration between formative and summative moving learning on quicker, and taking an incremental approach to development of assessment literacy by students.
- ✓ Varied and interesting for all those engaged in the process, with more choice in modes of assessment and feedback both electronically and in analogue forms.
- ✓ Efficient, with where appropriate automated processes like collection, moderation and return of work.

This vision builds upon the learning and teaching strategy, particularly aims 2, 3, 4 and 10, set out on pages 9 and 10 of the [Learning and Teaching Strategy](#) document.

## 2.3 Defining types of assessment

Assessment is often described as dividing into two basic categories: formative and summative.

### **Formative assessment**

Formative assessment is ‘assessment **for** learning’ as opposed to summative assessment which is ‘assessment **of** learning’.

Its key purpose is to facilitate learning and promote reflection of learning. It enables students to practise and demonstrate the academic skills and knowledge that they will be required to apply in their subsequent summative work, and to receive early feedback from their tutors. Engagement in formative exercises helps students to improve their degree outcomes.

Formative assessment provides a valuable opportunity to ensure that students engage in active, participative learning on their modules in all learning environments, including in class, on placement, or in the field or laboratory. It enables students to test their knowledge or skills without fear of a mark being attached to their performance, and provides tutors with an opportunity to provide feedback to the student on their performance – whether this be in using a piece of equipment, solving a problem in a lab, articulating ideas in the classroom, demonstrating clinical skills or engaging in a written exercise of some kind. Formative assessment does not, therefore, have to involve students submitting or producing something that is in written format. It gives students an informal opportunity to demonstrate their progression and learning in the subject, or their skills, and to give them feedback on the same.

The feedback provided may be oral or written, and individual or collective/generic. Marks do not need to be awarded, and if they are, they will not be recorded on the student record system (SITS). Engagement with formative work, however, will be recorded, as part of the overall monitoring of students’ attendance, progression and engagement with their course. Since formative activities are primarily developmental and students should receive and be able to act on feedback prior to submitting their summative assessment, academic staff need to ensure that any feedback on formative activities or assessments is provided in a timely manner. Feedback on formative work needs to be returned to students in time to impact on their summative submission, which supports good student outcomes and enhances student satisfaction. Students should be given regular opportunities to reflect on the feedback and engage in dialogue with academic staff.

An extensive range of examples of formative assessment activities is provided in [Appendix 7.2: Toolkit for formative assessment](#)

### **Summative assessment**

Summative assessment provides a measure of a student’s achievement of the intended learning outcomes of an assessed piece of work– it is therefore often described as ‘assessment *of* learning’.

Summative assessment may take many different forms, with essays, projects, dissertations, portfolios, clinical examinations, examinations, course tests, poster presentations, oral presentations and laboratory practical reports commonly used in higher education settings. Summative assessments always carry a grade of some kind which acts as the ‘measure’ of the student’s performance – at UEA the grade is usually a percentage mark, but may be assessed as pass/fail on professional courses. The pass mark for undergraduate summative assessments is 40%, (there are some exceptions for

professional courses) whilst that for postgraduate taught programmes is 50%. The marks for summative work are recorded on SITS (presented to students online via e-Vision) and it is these marks that contribute towards module marks and final degree classifications. Summative assignments and associated feedback submitted by the deadline should be returned as quickly as possible and certainly no later than 20 working days after submission (projects and dissertations may take longer, due to the moderation requirements).

All summative assessment should be accompanied by feedback of some kind. This can take a variety of formats and might include:

- Annotations and critical comments on the script
- Video or audio-clip feedback
- Automated feedback/reports (e.g. when using computerised tests)
- Written comments on a feedback sheet.

It is not unusual for academic staff to complement or reinforce the individual feedback they provide to students with generic feedback provided in class sessions, where the whole cohort can reflect collectively on the assignment and the qualities/attributes of good and poor submissions. Generic feedback works particularly well for types of work that are new to the students and where the feedback is within a week of submission. The feedback provided to students on summative assessments can also be developmental in the sense that it can, if it is sufficiently detailed and constructive, influence subsequent student behaviour and study strategies. Like the feedback provided on formative activities, the feedback provided on summative assessment can also have a feed-forwards function in that it might help a student to improve the quality of their work on subsequent modules, or in a subsequent stage of study.

Most summative assessments at UEA are submitted electronically and marked in hard copy format. However, from 2015/16 a much higher proportion of summative assessments will be both submitted and marked electronically via Blackboard, with feedback also being provided in electronic format. The move to e-submission and online marking & feedback has the potential to be a transformative process because it will enable staff to provide feedback to students in a range of different formats (e.g. audio-clips, video, annotated scripts with links to DOS Study Guides etc) and instantly using automated testing (e.g. Multiple Choice Questions).

## **2.4 Assessment Strategies**

Every programme of study should have a clearly articulated assessment strategy which gives students the opportunity to demonstrate that they have met the course-level learning outcomes as specified in the relevant programme specification.

Assessments should be planned at the level of the course to maximise student engagement in the learning process and to ensure that students' workloads are spread across the course in a coherent and appropriate manner.

In designing and reviewing assessment strategies, consideration should be given to the role of, and balance between, formative and summative assessment. These should have a clearly articulated relationship so that it is obvious to students how formative assessment or formative activities build learning that will be of value in the completion of their summative assessments.

Assessment strategies should be formulated so as to ensure that the academic/professional standard for the award or award element is set and maintained at the appropriate level and that student performance is properly judged against this. In this respect academic staff should ensure that their course-level strategies are informed, as appropriate, by the *Framework for Higher Education Qualifications, Chapter B6 (Assessment of students and recognition of prior learning) of the UK Quality Code* and the appropriate QAA subject benchmark statement(s).

Assessment strategies should be clearly indicated in the relevant programme specifications. Module outlines should clearly indicate the assessment requirements for the module, including details of the individual assessment tasks, their method of assessment and feedback, and the weighting of any individual mark to the overall mark awarded at the module level.

Assessment strategies should be carefully scrutinised at School level (by the relevant School body or Teaching Director), and by Faculty Learning, Teaching Quality Committees (FLTQCs) in the process for the approval of new programmes, revisions to existing programmes and in the Annual Review of Assessment and Moderation and Annual Module Review and Course Review processes. In reviewing strategies and revising/refining them, Module Organisers and/or Course Directors and/or Programme Directors should (as appropriate) seek guidance from other members of the teaching team on their course/module, the relevant Board of Examiners, and external examiners, whilst also being mindful of and responding to feedback from students.

Where a course or programme of study forms part of the qualifications regime of a professional or statutory body (PSRB), clear information should be given in the programme specification (and Course Handbook) about the specific assessment requirements which must be met for progression towards the professional qualification, including the level at which any part of the course must be passed in order to meet the requirements of the professional or statutory body. Any specific requirement of a PSRB which is additional to the University regulations must be clearly articulated in the relevant Programme Specification and Course Handbook.

Each year, Schools are required to convene an [Annual Review of Assessment and Moderation](#)

## **2.5 Assessment design, expectations and feedback**

The University has no desire to be prescriptive in its guidance to staff in relation to the types of assessment that are employed on undergraduate, integrated masters or masters courses. However, in designing assessments staff should take into consideration the following:

### **Design**

- Range - A range of different assessment types is more likely to develop, test or measure a complex set of course outcomes than a very narrow range of assessments. However, proliferation of different assessment formats can also

confuse, disorientate and demotivate students. Achieving an appropriate balance is therefore essential.

- Time for reflection - Assessment strategies should be designed so as to allow students adequate time to reflect on their learning before being summatively assessed. Formative assessments can encourage and embed this kind of reflection. Self-assessment and peer assessment can be very effective in promoting critical reflection on submitted work.
- Alignment with outcomes - Assessment should be designed such that students are able to demonstrate the achievement of the learning outcomes being assessed, at the level of the programme, module or individual assessment item.
- Diversity - The diversity of the student population should inform assessment strategies. Assessments should not unfairly discriminate against any student or group of students. All students should be treated fairly in the assessment process, for example reasonable adjustments are made to accommodate the needs of students with specific learning difficulties (SpLDs) or other disabilities.
- Rigor - Assessment methods adopted should be rigorous, reliable and equitable and should facilitate differentiation between achievement at the pass/fail threshold and at classification thresholds. There should be opportunity for students to display their independent study, and marking schemes should allow room to award these students.
- Student load - Care should be taken to ensure that the amount of assessment for a programme or module/element of a programme is commensurate with the need for students to be able to demonstrate the achievement of learning outcomes.

### **Expectations**

- Clarity of expectations – The information provided to students in relation to assessments should enable them to understand what is expected of them.
- Assessment literacy – Assessment strategies should help students to develop their assessment literacy. These might include, for example, reviewing or negotiating assessment criteria (e.g. Senate Marking Scales) in class, reflecting on the relationship between assessments and learning outcomes, evaluating anonymised examples of student coursework from previous years, mock-marking exercises, and self/peer-evaluation prior to or following submission.
- Assessment criteria - Accessible and clear marking criteria should be provided for each assessment so that students are aware of the criteria against which marks will be awarded. Students should be made aware of the [UEA Senate Marking Scales](#). If other marking criteria are routinely used, these should also be clear to students.
- Word limits – Any word limit attached to assessments should be clearly indicated in the assessment item title. The word limit should be stated as a precise figure (e.g. 2,500 words). Schools should draw to students' attention the University's word count policy and the penalties associated with it: [Submission of Work for Assessment \(Taught Programmes\)](#)
- Submission deadlines and 'return by' dates – Both should be clear and published in writing. Deadlines at each level of the course should be staggered to help students manage their workloads.

## **Feedback**

- Feedback strategies – Feedback is a key element of student learning. Feedback provides students with information relating to whether they have achieved learning outcomes and information relating to how their performance may be improved. Feedback may be provided in many forms e.g. verbal, electronic, written, individual, group, self, peer. Both content and format should be informed by an awareness that different students may need different kinds of feedback, and that feedback may be adapted to reflect the nature of the assignment. The assessment strategy developed within a course should include a feedback strategy. This should be clearly articulated and explained to students (e.g. in the form of a ‘feedback cycle’) so they know when and how often they will receive feedback and how this will help them to develop their skills, learning and performance.
- High quality feedback – Feedback should be critical yet constructive and should be couched in language which is supportive and encouraging. Effective feedback is the result of communicating clear agreed criteria before students complete the task, assessment that uses those criteria and feedback based on the criteria. It should be of high quality and should indicate clearly both the strengths and weaknesses in the submitted work. It should be clear to students what actions they should take in order to enhance their performance in subsequent assignments.
- Feed-forwards – Feedback should help students to adjust or self-correct their study strategies or learning behaviours in time to apply them in subsequent assessments. Feedback on formative assessments should therefore feed forwards into summative assessments. Summative assessments can also have a feed-forwards function (e.g. in relation to assessments on subsequent modules).

For more guidance on how to make assessment a better driver for student learning, see the appendix 7.3: [Towards assessment becoming a better driver for learning](#)

## **2.6 Minimising plagiarism and collusion**

### **Promoting good academic practice:**

There are many ways in which good academic practice can be promoted in your School:

- Include guidance on plagiarism/collusion in Course Handbooks
- Include workshops on plagiarism/collusion during induction – these workshops should give students an opportunity to look at case studies and explore for themselves examples of good and poor practice.
- Allow time for students to watch the Dean of Students’ Office’s [plagiarism video](#) and get them to complete the dedicated questionnaire whilst watching it, and then reflect on their responses.
- Devote time to explaining academic referencing/citation conventions and give

detailed, constructive feedback on how well students are using them repeatedly during the first year, and subsequently.

- Share with students anonymised cases of plagiarism/collusion which allow them to explore both the technical and moral aspects of cases.
- Create a climate of involvement and interest, rather than one of detection and punishment.
- Model good practice – staff can set an example by exhibiting good referencing in teaching materials.

Plagiarism Officers can be very effective ‘champions’ of good academic practices amongst staff and students in their Schools. This can be achieved in a number of ways. Examples include:

- Working closely with programme teams to inform the development of assessment strategies which minimise the opportunities for students to readily plagiarise the work of others;
- Informing the design of and contributing to the delivery of induction programmes for students in their school and leading plagiarism awareness and good academic practice sessions;
- Assisting programme teams to develop study skills sessions which give students opportunities to explore aspects of good and poor practice and to reflect on how they can avoid plagiarism;
- Highlighting and initiating strategies that help to subsequently reinforce this training in subsequent stages of study (e.g. at the beginning of Year 2, or in advance of the execution of research projects and dissertations);
- Meeting with new members of staff to discuss Plagiarism & Collusion;
- Promoting the use of a formative assessment early in a course focused primarily on raising awareness of plagiarism and collusion;
- Helping to ensure that consistent, high quality information/guidance about Good Academic Practice is given to students in their School.

### **Designing out plagiarism & collusion via robust and creative assessment:**

Opportunities for students to commit plagiarism or engage in collusion can be minimised via effective and creative assessment design. This includes:

- Being specific about expectations. Poor student papers (including plagiarised ones) are sometimes the result of an unclear assignment, where the student is unsure about what is expected of them.
- Changing topics or essay questions from semester to semester (or between years) whenever possible.
- Require specific components in the paper. For example, “Your written response must make use of two internet sources, three book sources and three journal sources from the following list”.
- Get the students to demonstrate their learning by presenting their written work verbally – e.g. in the form of a video essay.
- Keep it current - requirements that will strongly inhibit the use of a copied paper from an essay mill include requiring up-to-date sources – e.g. “three sources written within the past year”.
- Design a bespoke assignment – an assessment focused around a local or recent case study will make it more difficult for students to plagiarise large chunks of the assignment.

- Be creative – rather than setting another essay (e.g. ‘Discuss Plato’s attitudes to women in the *Republic*’), get the students to design, instead, a script for a 10 minute radio interview between Plato and Jeremy Paxman.
- Require ‘process steps’ for the assessment – Set a series of due dates throughout the term for a series of small formative exercises which feed into the summative submission at the end of the semester or stage.
- Require students to critically reflect on their learning as part of a formative or summative submission, for example, ask students to record on their submission what feedback from the previous assignment has helped them improve this piece. A student who has plagiarised or colluded will find it problematic to do so.
- Require students to submit their rough notes for an assignment, or an early draft, as part of the submission.
- Get students to present their work to their peers – If students know at the beginning of the term that they will be giving a presentation on their research papers to the rest of the class, they will recognise the need to be very familiar with both the research process, the underpinning resources and the content of the paper.
- Adopt strategies that prevent procrastination – Students sometimes plagiarise because they have planned their time poorly and leave writing major assignments to the last moment. You can help them to avoid this by breaking-down large tasks into smaller sub-tasks, and getting students to complete these small tasks in a set sequence.
- Avoid questions that enable students to copy from each other – This can be done by giving students individualised data to work with. Or you can get students to look at the same case study/scenario from different perspectives.

Note: Some of the ideas above were adapted from: <http://www.virtualsalt.com/antiplag.htm>

## 2.7 Responsibilities of students

- The general responsibilities of students are set out in the [University's General Regulations for Students](#). In addition, mutual expectations and responsibilities of the University and its students are clarified within the UEA [Student Charter](#).
- Students studying at UEA are expected to have acquired a level of spoken and written English skills that will enable them to engage with their studies and the assessments associated with their course. All coursework submitted as part of the assessment strategy for a course must therefore be written in English (except where a language other than English is being assessed, such as in Modern Foreign Language modules).
- In the completion of assessments of all kinds, students are expected to ensure that the work they submit is their own and contains no plagiarised material or material which is the result of collusion with a third party. All students are expected to familiarise themselves, accordingly, with the University’s policy on [plagiarism and collusion](#) . Students should also familiarise themselves with the policy on the use of [proof readers](#) and the [Guidance for students and staff on the use of group work \(Appendix 7.1\)](#)
- Clear procedures and mechanisms are in place within the University to enable students to appeal against marks, lodge an academic complaint relating to

assessment, request that work is remarked, apply for a concession or report extenuating circumstances affecting their engagement in the assessment process. Students are encouraged to use these procedures when appropriate.

- We want our students to set their sights high when engaging with assessment. Additional guidance for staff on how to encourage students to do so is provided in and extract from Professor Phil Race's research contained in the appendix 7.4: [Helping students to set their sights high](#)

## **2.8 Developing Assessment Practice**

In order to ensure that the skills and creativity of our staff are supported and developed in relation to assessment practice, the University will:

- Provide its academic staff with a range of opportunities to develop, diversify and enhance their approach to designing and implementing effective assessments.
- Ensure that its academic staff engage in a robust process of peer review and peer observation of teaching practice (which includes assessment).
- Identify and disseminate examples of best practice in assessment, via Faculty LTQCs, the University Learning and Teaching Committee (LTC), the annual UEA Learning and Teaching Day and other means, such as the Centre for Staff Education and Development (CSED)'s Academic Practice Programme, and each School's Annual Review of Assessment and Moderation.
- Be proactive in promoting staff training opportunities.

## **2.9 Examinations**

Staff guidance is available on the [preparation, setting and marking of examinations](#).

## **2.10 Support for reassessment**

In cases where students fail a module and are referred to reassessment they should be supported in a fair and consistent way. It might reasonably be assumed that they failed for a particular reason or due to a more complex series of factors. This might include poor engagement, but in many cases it will be because a student was either unable to understand module content, employed poor exam preparation strategies, or was unable to act upon feedback provided on previously submitted coursework. It is important, therefore, that students understand why they have failed a module (or multiple modules) and that they are supported to develop study strategies that enable them to pass at reassessment. It is also important, therefore, that Schools provide the kind of support that is likely to enable students to address and enhance their learning strategies prior to reassessment.

All Schools should offer one-to-one tutorials or small group sessions focused on preparing for reassessment, tailored to the type of assessment failed. Some might, therefore, be overtly focused on 'Exam Revision' or 'Developing Examination Strategies'. In large cohorts (with corresponding numbers of students undertaking reassessment) Module Organisers may choose to run sessions on more than one occasion, and may draw upon expertise of academic colleagues to assist in delivering them.

Schools should ensure that students are informed of the student support provided for reassessment at the outset of their Stage of Study – e.g. at Induction, in Module Outlines, Course Handbooks, Blackboard sites etc.

The regulations governing reassessment are set out in the [Bachelors and Integrated Masters Regulations](#) and [Common Masters Framework](#).

### **3.0 MARKING & MODERATION**

#### **3.1 Submission and return of assessed coursework**

The University's integrated Learning and Teaching Service (LTS) provides administrative services in support of taught programmes including the coordination of the submission and return of summative coursework. The Learning and Teaching Service (LTS) provides a wide range of advice and guidance on aspects of the [assessment submission and return process](#).

#### **3.2 The Marking Process**

Marking is the means by which tutors evaluate the performance of their students against the criteria set for an assignment or activity. Marking involves two separate processes:

- The process of awarding a mark (e.g. Pass/Fail, or a percentage mark).
- The process of providing feedback and/or feed-forwards.

Tutors should consider the implications of setting particular types of assessments on the marking/feedback process at both course and module level in order to ensure that assessment processes remain manageable and focused on supporting effective student learning. Staff responsible for setting assessments should ensure that they plan in sufficient time for marking and providing high quality feedback within the published turnaround time (no more than 20 working days).

All academic staff should refer to the Senate Marking Scales when marking student work so that marks awarded adhere to the criteria set out in the scales. This ensures that the marking process is consistent and transparent, and enables students to understand where they have performed strongly, and where there is scope for further development of their learning or skills.

The undergraduate marking scales available cover three distinct types of assignment:

- 1) [Senate Marking Scale: Undergraduate Coursework](#)

- 2) [Senate Marking Scale: Undergraduate Oral Presentations](#)
- 3) [Senate Marking Scale: Undergraduate Projects](#)

The postgraduate marking scales available also cover three distinct types of assignment:

- 4) [Senate Marking Scale: Postgraduate Coursework](#)
- 5) [Senate Marking Scale: Postgraduate Oral Presentations](#)
- 6) [Senate Marking Scale: Postgraduate Projects and Dissertations](#)

[Guidance on the use of senate marking scales is available here.](#)

### **Tailored marking criteria**

In some cases academic staff provide bespoke or tailored assessment criteria for separate assessments. This is entirely appropriate since it helps students to understand the expectations placed upon them, the specific requirements of a particular assignment, and how they should focus their energies and approach. Student anxiety is often a direct consequence of a lack of clarity surrounding assessment requirements. By helping students to understand ‘where the goal posts are located’, academic staff can minimise or reduce this anxiety. When providing such tailored assessment criteria, it is still important, however, for academic staff to ensure that students are aware of the Senate Marking Scales and the descriptors associated with marks at different levels, since this provides a useful reference framework against which they can measure their own performance.

Students may occasionally need additional guidance on how to interpret the tasks they have been set or the criteria used to assess them. They should be directed to engage with the Learning Support provided by the [Learning Enhancement Team](#).

### **3.3 Anonymous marking**

UEA operates an [anonymous marking policy](#) whereby only the registration numbers of students are included on coursework submissions. This helps to ensure the fair, consistent and equitable treatment of students in the marking process. Work can be de-anonymised after marking, to aid feedback.

### **3.4 Marking of offensive material**

The procedure for dealing with the inclusion of offensive material within work submitted by students for assessment is available at section ‘s’ in

[General Regulations for Students - 17. University Assessments](#)

### **3.5 Marking of illegible scripts**

The procedure for dealing with illegible work submitted by students for assessment is available at section ‘s’ in

[General Regulations for Students - 17. University Assessments](#)

### **3.6 Marking of work in cases where students have declared Specific Learning Difficulties**

Guidance is available on:

- [Marking course test and examination scripts of candidates with specific learning difficulties \(SpLDs\)](#)

- [Supporting students with dyslexia](#)
- [The Sticker System](#)

### 3.7 Internal Moderation

#### **What is internal moderation?**

Internal Moderation is the process whereby the marks/feedback of one academic are reviewed by another prior to marks/scripts being returned to students and prior to marks being entered onto SITS for students to access via e-Vision. Even after the body of coursework/module has been moderated, students' marks remain provisional until confirmed by an Exam Board. Marks of individual students are never changed by Exam Boards, but cohort marks may be adjusted upwards as a result of 'scaling' via concession from the Academic Director of Taught Programmes.

#### **What is internal moderation meant to achieve?**

Internal moderation is part of the quality assurance and enhancement process in place to ensure that teaching and marking standards are maintained across the University.

The aims of moderation are to:

- provide a reliable check that assessment has been marked in accordance with the aims and learning outcomes of the assignment, and according to marking criteria;
- ensure that teaching and marking standards have been applied consistently within and across modules, programmes, Schools and Faculties across the whole University;
- ensure equality and thus fairness of treatment for students.

By requiring academic staff to review the marks of their colleagues it provides a mechanism whereby the marks awarded to students can be routinely checked and verified, thereby helping to ensure comparability across modules, across programmes and across Schools/Faculties. Whilst helping to ensure that marks awarded reflect the quality of students' scripts and student performance in meeting stated learning outcomes/assessment criteria, internal moderation also provides a mechanism by which academic staff can provide constructive feedback to their peers (e.g. on the quantity and/or quality of feedback provided to students) or flag instances of best practice which might be shared with colleagues.

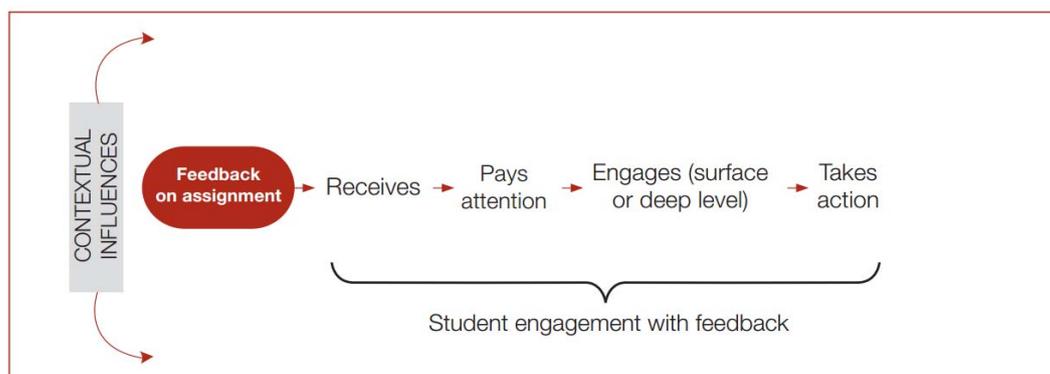
Full details of the requirements for internal moderation are set out in the University's [internal moderation policy](#) .

## 4.0 FEEDBACK

### 4.1 The purpose of feedback

Receiving effective feedback is important for the progression of students throughout the course of their study. It provides students with motivation and allows them to check their understanding of the work. “Through feedback students should learn from their mistakes and misconceptions and build on achievements. Over time, teacher feedback should help students to develop accurate perceptions of their abilities and to establish internal standards with which to evaluate their own work”. (REAP)

Learners and learning should be at the heart of feedback. This means that it is important that feedback actually ‘drives’ learning. It needs to prompt the student to adjust their study practices or to engage in a new way with learning resources or the topic in question. Feedback should therefore be clear and actionable. Feedback cannot just be seen as a marker-led product – it is part of a process which requires some thought and action on the part of the student. This is explained in graphic form in the illustration below:

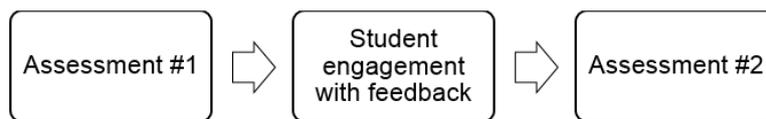


Reproduced from *Engaging Students with Feedback: Final Report for FDTL5 Project* (2008): [http://www.brookes.ac.uk/aske/documents/FDTL\\_FeedbackProjectReportApril2009.pdf](http://www.brookes.ac.uk/aske/documents/FDTL_FeedbackProjectReportApril2009.pdf)

### 4.2 Feed-forwards

Feedback should also, where possible, 'feed-forwards' because comments should be aimed at helping students to improve future work. Good quality feed-forwards should ultimately be geared to helping students learn to trouble-shoot and self-regulate their own performance. It should be timely – ideally it should be available when students are ‘stuck’, when it will have maximum impact and in time to improve subsequent assignments. Other approaches known to enhance the power of teacher feedback include linking it to stated assessment criteria, providing corrective advice not just information on strengths and weaknesses and by prioritising areas for improvement. As has been demonstrated via research into assessment, “There is evidence that ‘feed-forward’ information is more effective than feedback information to students: such information does not just tell students where they went wrong but tells them what to focus on to make improvements in subsequent tasks. The latter helps stimulate transfer of learning to new problems” (REAP).

The process can be demonstrated by the following graphic:



Feed-forwards can be provided on different aspects of performance:

- the task or product (e.g. whether the work is correct or incorrect);
- on the process (e.g. the strategies used to create the product);
- the way students evaluate their own learning (e.g. their ability to reflect or self-assess);
- on the person (personal evaluations of the learner).

The second and third types of feedback are powerful in terms of encouraging deep processing, mastery and transfer of learning. See:

<http://www.reap.ac.uk/TheoryPractice/Principles.aspx>

Generic feed-forwards may be provided to students prior to submission – and even in advance of students attempting the assignment. Guidance which includes tips on frequently occurring problems or areas where students sometimes struggle can help students to identify effective strategies in relation to the assignment in question.

### 4.3 Feedback strategies

Feedback (like feed-forwards) can be provided on different aspects of performance:

- the task or product (e.g. whether the work is correct or incorrect); on
- the process (e.g. the strategies used to create the product);
- the way students evaluate their own learning (e.g. their ability to reflect or self-assess);
- on the person (personal evaluations of the learner).

Whilst there is no right or wrong way in which to provide feedback, there are strategies that have been proven to be very effective. When designing their feedback strategies, staff may, therefore, wish to consider the following:

- Aligning feedback with assessment criteria - Ensuring that the feedback is provided in relation to previously stated criteria helps link feedback to expected learning outcomes. Coursework feedback sheets are recommended as a way of explicitly linking comments to criteria.
- Empowering students to 'self-correct' - Instead of providing the correct answer, the marker might point students to where they can find the correct answer. This encourages students to seek out solutions and self-assess and self-correct.
- Asking students what kind of feedback they would value most – Getting students to request feedback based on their questions and concerns is more empowering than just providing feedback based on the marker's interpretations.
- Employing peer-assessment – Students value receiving feedback from multiple sources and research suggests that this has a greater impact on subsequent performance and achievement. As the REAP website at Strathclyde emphasises: "... if

we want students to develop critical thinking, judgement and autonomy in assignment production they should be provided with high-level evaluative experiences similar to those of experts. Peer review, students evaluating and commenting on each other's work, is one way to achieve this" See <http://www.reap.ac.uk/PEER.aspx> Peer feedback ensures high levels of engagement, a better understanding of the assessment process, develops evaluative skills and promotes effective collaborative learning.

- Employing self-assessment - Asking students to self-assess their own work before submission and providing feedback on this self-assessment as well as on the assignment itself directly supports students as they learn to make evaluative judgements about their own achievements.

The suggestions above have been adapted from the REAP website. See: <http://www.reap.ac.uk/TheoryPractice/Principles.aspx>

#### **4.4 Some tips for ensuring effective feedback:**

- Consider utilising online marking, which enables staff to provide feedback in new and engaging ways (e.g. video clips, audio clips, annotated scripts with hotlinks to DOS resources etc.).
- Feed-forwards can help student do better next time, e.g. "next time, you need to focus more on the method section, or presentation of the results, or the use of cited references".
- Build mini-workshops into modules where the sole purpose is to provide feedback on a particular topic.
- Start feedback with positive comments. Avoid overly negative language.
- Provide 'model' answers for assessments as a means of reinforcing individual feedback.
- Use self or peer review as a way of getting feedback to the students quickly.
- Use group feedback to quickly let a class know how they have done.
- Where something is good be specific i.e. good research, well expressed, interesting point.
- Ensure comments reflect the final mark awarded.

For more information, see: [Learning Highlights, Spring 2012](#)

#### **4.5 Feedback cycles**

Within their courses staff should indicate how feedback on formative and summative assessments will work to promote learning, and how feed-forwards will operate to prepare students for their summative submissions. Students should know, in advance, what kind of feedback they will receive, what format it will take, how often they will receive it and when, and what value this feedback (or feed-forwards) will have in terms of driving their learning and enhancing their subsequent performance. Staff can articulate the 'feedback cycle' on their course or modules in any way they wish to - a simple diagram, model or flow chart can be more useful than a written explanation.

## **5.0 FORMATIVE ASSESSMENT**

## 5.1 The role of formative assessment

Formative assessment and feedback on it is at the heart of the University's Learning and Teaching Strategy. The goal is to achieve a rapid transition towards the increased use of formative assessment so that a ratio between it and summative assessment is at least 1: 1. The discourse on assessment clearly suggests that the most effective driver of student engagement in formative work is effective assessment design. A great deal of thought is invested in summative assessment (because marks depend on it), but just as much care and innovative design is required when using formative assessment, and, in particular, the way that the latter is integrated into both the assessment strategy as a whole, and into the student learning experience in scheduled sessions.

To be effective in terms of student engagement formative work should be:

- set at a time which avoids clashing with summative work from other modules,
- where students can see clearly (are explicitly told) how it leads into a summative piece,
- where they can see, in terms of future summative work, how the feedback will benefit them,
- where they are told that some time will be allocated within a teaching activity where they can go through the feedback and see how they have learnt from it.

## 5.2 Principles relating to formative assessment

The implementation of formative assessment should be informed by some important principles. These should inform the design and operation of formative assessment and formative learning activities of all kinds on all UEA modules/courses.

### Principle 1

**Formative assessment must be properly integrated and not 'bolt-on'** - This is emphasised in a recent paper on formative assessment: "we can conclude that for formative assessment to be successful it cannot be bolted-on to current practice. Staff must be enabled to re-design their provision and supported in re-thinking their purpose as a tutor. Adopting successful formative assessment practices therefore is likely to affect all aspects of a tutor's teaching.". (Sharon Gedye, University of Plymouth <http://www.gees.ac.uk/planet/p23/Gedye.pdf>)

### Principle 2

**Academic staff need to understand its value and promote it effectively** - Staff have to value formative assessment and convey its inherent value and importance to students. Staff enthusiasm for formative activity will quickly be communicated to students.

### Principle 3

**Formative assessment should occur early and repeatedly** (e.g. Year 1 onwards) so students get used to it.

### Principle 4

**Feedback should have real value** - the engagement of students in formative assessment is driven primarily by the value that students perceive that the formative assessment has both for their learning generally, and (most importantly of all) for the major summative assignment which inevitably follows. If students know that their mark

for A is likely to be significantly enhanced by doing B, they are more likely to do B (formative work). “Students spend their time primarily on what they think they need to do in order to get the marks they want, and the amount of time students spend studying is closely related to details of assessment demands. ‘Time on task’ is one of the most important learning principles: if students don’t spend enough time on their studies they won’t learn as much”. (See: TESTA website pages: <http://www.testa.ac.uk/index.php/resources/best-practice-guides>)

### **Principle 5**

**Formative assessment does not always need to be labelled or articulated as ‘assessment’** – Many kinds of formative work take the form of informal activity in class, in the field or in the lab, and are focused on activity (active learning), often in pairs or small groups. Staff should therefore consider whether they need to label activities as ‘formative assessment’ at all when this is inconsistent with the ‘informal’ nature of the activity in question.

### **Principle 6**

**Formative activities need to be articulated as part of a more holistic approach to assessment and one that makes a real difference to student learning** - Embedding formative assessment successfully may, indeed, require the deliberate creation of a new culture of self and peer evaluation within Schools with both being increasingly viewed as a normal part of the learning process and the development of reflective capacities.

### **Principle 7**

**Formative assessment is primarily about activity that promotes learning and can happen anywhere** (e.g. in class, in the library, in a lab, at home) - Formative assessment can take the form of an exercise which students are required to complete outside the classroom, or can be done in class. When completed in class, it may sometimes require students to write something, or simply articulate their learning/knowledge verbally (e.g. to each other). The key element is the feedback that students receive on the activity – which can also be oral rather than written.

## **5.3 Strategies for the implementation of formative assessment**

The implementation and design of formative assessment should be informed by strategies which are known to be effective. What follows are helpful proven examples of practice, a ‘checklist’ that staff can use to determine whether their formative assessments and activities conform to best practice, and a formative assessment ‘toolkit’ that can be used to inform formative assessment at module, course and even School level.

- I. **Involve students in the design of formative assessments** –Research suggests that if students are consulted about the design of a formative exercise, or how their performance in it will be assessed (or measured) via an agreed set of criteria, they are more likely to take ownership of the assessment and engage with it, because they have influenced its design.
- II. **Build reflection on formative activity into summative assignments** – by requiring students to include a reflective analysis (in their summative assignments) of how the formative assessment they engaged with helped them to develop their approach/execution of the summative submission – a nice ‘closing of the loop’, which has the added benefit of ensuring that students develop their reflective capacities.

Reflection on formative work could be a key assessment criterion used by markers when awarding marks on summative work.

- III. **Link to PSRB requirements** – if there are skills or attributes that students need to develop in order to demonstrate that they have met PSRB requirements, formative assessments should be used to provide students with an opportunity to practice them and develop confidence in their application. By employing formative assessment in this way both its relevance and value will be more explicit to students.
- IV. **Employ multiple-strand feedback** – The discourse on formative assessment indicates that receiving formative feedback from multiple sources is of greater value than receiving it from just one source (e.g. the tutor). This opens up the value of self-assessment (e.g. comparing their own work against the published assessment criteria) and peer feedback. The research in the sector suggests that constructing feedback for the benefit of others (e.g. peers) has just as much value (and often more so) than receiving it. (See guidance and case studies on the REAP website on value of peer review on the REAP website: <http://www.reap.ac.uk/PEER/Designs.aspx>) This is reinforced by Gedye who argues that “Formative assessment is considered to be one of the most important mechanisms for improving student learning. Self and peer-assessment are particularly effective in formative learning as they require students to engage more fully with the assessment process”. (Sharon Gedye, University of Plymouth <http://www.gees.ac.uk/planet/p23/Gedye.pdf>)
- V. **Feedback leading to action plans** – If feedback from formative assessments is integrated into an Action Plan for each student (by the student) this can be used as basis for ongoing review with their adviser, and/or the module organiser. If the feedback is seen to be driving major changes in practice/study and skills development, it is more likely to be valued by students. “Conventionally, feedback is conceptualized as an issue of ‘correction of errors’ or ‘knowledge of results’. Much more important is how the provision of feedback affects student learning behaviour – i.e. how feedback results in students taking action that involves, or does not involve, further learning”. (See TESTA website pages: <http://www.testa.ac.uk/index.php/resources/best-practice-guides>)

#### 5.4 Formative assessment inside and outside the classroom

Let us consider two key variants:

- formative work as part of a ‘take-away’ activity (completed independently at home or outside the classroom environment);
- formative work completed in class, in the field or in practice settings.

##### **‘Take-away’ formative assessments**

These involve the students doing a formative assessment outside the classroom – whilst it might be effective to require students to do such exercises independently (on their own), the discourse indicates that focusing on group-based exercises, with peer evaluation/feedback built-in, is often most effective in ensuring strong engagement – especially if students are subsequently required to compare/share their work with other students, or reflect on this in their summative work. The small group ‘homework

exercise' is a powerful informal driver of learning. One chemistry lecturer found that: "In the process of changing to a more student-centered classroom, I found that I said less but taught more. For example, I no longer work problem after problem in class as students snooze. Now students work out problems together using group problem solving homework worksheets I call *ChemWorks*. They must get together outside of class with their study teams and work on these homework sets. They have different ways to do this. Some do all the work together. Others assign problems to work on their own and then get together to go over the work. Others email back and forth on their computers. Because I don't cover all the material in class, they must learn from their textbooks and other resources". (Karen Timberlake, 'Using Student Centered Learning Strategies in the Chemistry Classroom' [http://www.karentimberlake.com/student-centered\\_classroom.htm](http://www.karentimberlake.com/student-centered_classroom.htm))

Building-in a groupwork element not only helps to drive engagement, but also helps to develop the kind of team working skills that employers value.

### **'In-class' formative assessments**

One of the things often overlooked in relation to formative assessment, is that it doesn't have to involve students submitting something formal for marking. Much formative assessment can be done in the classroom. The power of this approach can be demonstrated across disciplines and is just as viable as an approach in the sciences as it is in the arts and humanities. An example of the impact of this approach in chemistry can be found in an article by Karen Timberlake, a lecturer in a community college in the US:

"Student collaboration and peer instruction using non-graded classroom assessments and team worksheets in a student-centred classroom provides continuous feedback to both students and instructor throughout the class time. Students interact with each other as well as the instructor, which means they are processing ideas and learning. They are using new vocabulary in a non-intimating setting and participating in problem solving as they work and explain concepts to other students.... Now I say less and enjoy teaching more!" (Karen Timberlake, 'Using Student Centered Learning Strategies in the Chemistry Classroom' [http://www.karentimberlake.com/student-centered\\_classroom.htm](http://www.karentimberlake.com/student-centered_classroom.htm))

## **5.5 Written and non-written formative assessments**

Formative assessment in the classroom, in the field or in practice settings can take both written and non-written formats:

**Written:** An excellent example of a short written class-based exercise is the 'Shared Paragraph'. During class or at the end of class, students are given a few minutes to write a short paragraph in their own words that explains that major ideas discussed in the lecture. They share their paragraphs with other students, and give feedback to each other. They may turn the paragraphs in as they leave class. They can be returned to them the next day (or at the next lecture) and they discuss any topics that were not clear. This enables the lecturer to obtain instant feedback on their students' thinking whilst students learn to summarize information effectively. Peer assessment is used as the mechanism for providing feedback – the tutor simply monitors the kind of paragraphs

students have produced and gains an insight – useful for monitoring learning but without huge amounts of marking.

**Non-written:** Many formative assessments take the form of informal active learning in class or lectures. Take for example the use of ARS ‘clickers’ (audience response systems), which can be used in conjunction with *Turning Point* software to prepare slides with multiple choice answers which consider in pairs, then vote on, then discuss with each other in small groups (peer instruction), before then voting again, with the lecturer reviewing the answers and, where necessary, revisiting concepts/theories where it is immediately evident that some students have failed to grasp them first time around. It is the discussion and then voting again that is the most valuable part of this process.

## 5.6 Formative assessment checklist

A number of authors in the field of assessment have identified strategies for maximising the value of formative assessment and the feedback provided via its employment. A good example (in the form of a checklist) is provided by Gedye:

Nº	Strategies
1	Use portfolios which include a requirement for self-reflection
2	Get students to re-submit work after receiving feedback on a draft version
3	Involve students in the drawing-up of assessment criteria
4	Require students to reflect on their work and the feedback it received
5	Ask students to identify the strengths and weaknesses of their work in relation to the assessment criteria prior to handing it in
6	Use peer review to get students to comment on each other’s work prior to submission
7	Employ exemplars to help students understand the standards expected
8	Allow time for discussion and reflection about criteria and standards in class
9	Before students leave the class, get them to draw up a list of action points, based on the feedback they have just received
10	Feedback should include action points in addition to, or instead, of ‘normal’ feedback
11	Set formative sub-tasks that build to a summative item
12	Ask students what kinds of feedback they find the most useful
13	In tutorials, ask students to examine their feedback comments and get them to explain what was/was not useful; and their strategies for improvement.

(Source: Sharon Gedye, University of Plymouth  
<http://www.gees.ac.uk/planet/p23/Gedye.pdf>)

### Student-constructed checklists

In some UEA Schools staff ask the students to design their own formative assessment checklists. This is felt to be a powerful approach since it requires students to take ownership of the process by constructing it themselves. After doing a formative piece they can, in groups, come up with a check list of things that need to be noted for the summative piece. Staff have reported that this approach works really well, and can also highlight any misconceptions from the instructions.

## 6.0 ADDITIONAL RESOURCES

### Online resources

- **The Assessment Standards Knowledge exchange (ASKe)**

ASKe, the Assessment Standards Knowledge exchange, was established as a Centre for Excellence in Teaching and Learning (CETL) based at Oxford Brookes University Business School. It was set up in the summer of 2005 in recognition of good practice based on pedagogic research into aspects of assessment. The project focuses on developing an evidence base and good practice to support HE communities in sharing understandings of assessment standards.

See: <http://www.brookes.ac.uk/aske/>

- **Re-engineering Assessment Practices in Higher Education (REAP)**

Drawing on research and practice, this website provides resources for teachers and senior managers in higher education wishing to redesign assessment and feedback based on a self-regulation model.

See: <http://www.reap.ac.uk/>

- **Professor Phil Race's website**

This website contains a wide variety of material focusing on assessment and feedback in higher education. Professor Race is a well-respected and widely known expert on the topic and has led many workshops on assessment and feedback at UEA.

See: <http://phil-race.co.uk/welcome/>

- **Transforming the Experience of Students through Assessment (TESTA)**

TESTA works with academics, students and managers - and for students, academics and managers – to identify study behaviour, generate assessment patterns to foster deeper learning across whole programmes, and debunk regulatory myths which prevent assessment for learning.

See: <http://www.testa.ac.uk/>

- **Graham Gibbs, Using Assessment to Support Learning (UEA)**

Graham Gibbs is one of the world's leading authorities on assessment and feedback. He has produced a tailored publication for UEA staff, which includes a number of UEA case studies.

<http://www.uea.ac.uk/learningandteaching/documents/newacademicmodel/UsingAssessmenttoSupportStudentLearningbyProfessorGrahamGibbs>

## 7.0 APPENDICES

### 7.1 Guidance for students and staff on the use of groupwork

Groupwork is a very powerful way of supporting students' learning at University. Preparation for groupwork is essential. Staff should avoid setting groupwork tasks unless time is dedicated to explaining how to manage the groupwork process and get the most out of it. This appendix should be read in conjunction with the University's [Guidance Note – Assessing Group Work](#).

#### Research on Best Practice

Research into best practice in the design and assessment of groupwork in HE settings has recently been published by Graham Gibbs<sup>4</sup>. This, and other research, highlights key features which characterise effective groupwork assignments:

- Group work has the potential measurably to improve student engagement, performance, marks and retention.
- Allocating a single group mark to all members of a group can negatively impact on learning behaviour, and may result in 'freeloading', and perceptions of unfairness. It is important, therefore, that where a single mark is allocated, that the workload is shared in an equitable and transparent fashion. This requires careful 'management' of the process by staff.
- There are a range of mechanisms that allocate differential marks to individual students within a group which are perceived as fair.
- Clear allocation of understandable sub-components of the group task to individuals improves individual responsibility for these sub-components.
- If groups are too large, individual motivation and effort can be less than if students had studied alone.
- Forming groups on basis of ability is rarely effective so it is better to create mixed ability groups
- If group tasks are short in duration, culturally homogeneous groups perform better. In the case of longer, more complex tasks cultural heterogeneity leads to equivalent or better group performance.
- Gender effects remain unclear and inconclusive - but female students on average outperform male students at 'group maintenance' functions.
- Groups produce better work than do individuals. Higher marks for group work are likely but not inevitable. Experience of tutor and robust design of assignment can be major factors.
- Group work often produces a narrow range of marks for both groups and individual students. This can be addressed by using peer assessment undertaken anonymously.
- Peer assessment of the contribution of others within a group can be reasonably reliable but is better restricted to global judgements of conventional academic tasks rather than multiple judgements. Students learn from peer assessment.

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<sup>4</sup> <http://www.brookes.ac.uk/aske/documents/Brookes%20groupwork%20Gibbs%20Dec%2009.pdf>

- There are simple mechanisms which help to avoid the potential pitfalls of group based assessment: e.g. separating formative assessment of group work from subsequent summative assessment of individuals.

### **Guidance for staff**

Staff designing and setting groupwork tasks are therefore encouraged to:

- Keep groupwork groups as small as possible – normally a maximum of 4/5
- Ensure that rationale and purpose of groupwork assignments are clearly explained and articulated in writing and verbally in class.
- Explain the aims of the groupwork exercise set, the goals which groups should work towards, and provide an indication of the kind of tasks which groups will need to undertake and allocate to group members.
- Clarify the assessment criteria to be applied and how assessment/marking will be conducted.
- Assign marks to students, wherever possible, on an individual basis, rather than awarding a single group mark. Employ a clear mechanism or criteria on which individual marks will be awarded. E.g. if there is an element of peer assessment, this needs to be clear and explained fully.
- Employ an element of peer-assessment – this helps to engage students, develops their reflective capacity, and promotes effective learning and ‘assessment literacy’.
- Consider group composition carefully - If the groupwork task is of short duration (e.g. a few weeks) homogenous groups may work better. If the task is of longer duration (e.g. a whole semester or year), heterogeneous groups can be effective.
- Keep formative and summative elements of assessment separate – though the latter should ideally equip groups to complete the latter successfully.

### **Guidance for students**

Groupwork can present considerable challenges to students – especially those new to higher education. However, the merits of groupwork, and its potential in building confidence, skills, positive relationships, peer-learning and employability are also considerable. Students who sometimes ask ‘Why am I expected to work with other students?’, or ‘Why should my marks be partly reliant on the work of other students?’ are reminded of these potential benefits to their own personal, academic and professional development. In engaging in groupwork assignments, students are encouraged by the University to maximise the value of the experience by being an ‘active agent’ within the group. This includes:

- taking or sharing a responsibility key tasks
- participating in the setting of ‘ground rules’
- drawing on their previous learning experiences or their ‘strengths’ as learners
- doing their fair share of the work and tasks required
- contributing or sharing ideas, research data etc with other group members
- communicating effectively with other group members
- working to and meeting agreed group deadlines
- monitoring group progress and seeking guidance from tutor(s) when necessary
- being involved in ‘signing-off’ the completed assignment prior to submission
- treating other members of the group with respect and helping to resolve conflicts or disagreements when they occur

- contributing, where appropriate or necessary, to peer assessment and evaluation of the groupwork experience.

## 7.2 Toolkit for formative assessment

This ‘Toolkit’ takes the form of an annotated menu intended to provide a helpful introduction to some practical approaches to formative assessment. It is not intended to be in any way prescriptive or exhaustive – there are many other examples that could be added to the menu. However, it attempts to provide some guidance on some of the more widely used and ‘proven’ types of formative assessment that have been used effectively at UEA or in other HEIs. The menu provides constructive ‘tips’ on how to use the assessments, as well as some insights into their advantages and disadvantages for tutors and/or students. It may also be useful, when designing formative assessments, to think in terms of a list of all the possible dimensions that an assessment task has and which need to be considered:

- What is the point of this formative task?
- Why would my students want to take time on this exercise?
- What are the students learning from this task?
- Where does the task allow reflection on what has been learnt
- Does the student complete the task by working alone or in a group?
- Is the task written or oral or practical?
- Is the task time-constrained or not?
- Are all, some or none of the details of the task determined by the student?
- Is the task assessed by the tutor, the student, the student's peers or the representative of an outside agency?
- Does the student perform the task inside or outside the classroom?
- Does the student perform the task inside or outside the university?
- When the student performs the task, does s/he have access to notes and books or not?
- When does the task take place during the module?
- How is feedback delivered and how is the ‘feed-forwards’ element (i.e. the link with a subsequent summative assessment) emphasised?

Course and module teams may wish to refer to this list when designing their assessment strategies and the formative assessments that are integrated into them.

Nº	Formative Assessment Type	Tips to make it work	Pros	Cons	Other comments
1	<b>In class group quiz using ‘Clickers’</b> (Students work in small groups to work through a series of multiple choice questions in	• Students need to have clear guidance with regard to the purpose of the quiz and its formative function.	• <i>Turning Point</i> software is easy to use by staff and ‘clickers’ are easy for students to use.	• Relies on availability of ‘clickers’.	• <b>Front-loaded assessment</b> – requires care and time to design but

<p>class, in 'Who Wants to be a Millionaire' format, using wireless 'clickers' or Audience Response Systems. Use of this kind of approach in an Oral Diseases course at Liverpool Univ encouraged high levels of student participation and the ready application of learning to real clinical situations.</p> <p><i>"Initial feedback from the students showed a unanimous preference for this style of teaching over the more didactic knowledge delivery")</i></p>	<ul style="list-style-type: none"> <li>• The link between the quiz and the module 'content' or 'learning outcomes' needs to be made explicit.</li> <li>• Tutor needs to make link between the learning developed by the quiz and subsequent summative assessment(s) clear – one feeds into the other.</li> <li>• Whilst exercises like this can be used at any point during a module or a course, there may be particular value early-on as an 'ice-breaker' – a method of facilitating communication and integration. Gives students a chance to 'get to know each other'.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz responses provide tutor with instant insights/feedback on how much students have learned or progressed.</li> <li>• Clickers guarantee anonymity – no 'loss of face' or embarrassment in getting answers wrong.</li> <li>• Feedback is instant – tutor can explain in class the basis of 'correct' answers or explain why more than one answer might be correct.</li> <li>• Emphasis is on inter-activity and participation in the classroom and 'active learning'.</li> <li>• Quiz format is informal and 'fun' element can be emphasised.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz questions need to be carefully designed.</li> <li>• Tutor needs to familiarise themselves with <i>Turning Point</i> software (or equivalent).</li> <li>• Time needs to be found in class to conduct the quiz without it being rushed.</li> <li>• Some students may be resistant to use of group-work in class.</li> </ul>	<p>quick/easy to mark or provide feedback.</p> <ul style="list-style-type: none"> <li>• The quiz is less focused on achieving a mark – emphasis is on testing knowledge and understanding and be provided with immediate feedback in class.</li> <li>• Getting students to complete the quiz in pairs/small groups facilitates teamworking skills.</li> <li>• Promotes group cohesion and may be used to promote integration of certain groups – e.g. international</li> </ul>
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			<ul style="list-style-type: none"> <li>• Provides lots of opportunities for students to ask questions in class – tutor can use these to open-up for wider discussion.</li> </ul>		students and minorities.
2	<p><b>Early draft of summative assignment</b> (Student submits an ‘outline’ draft of the assignment which they are later required to submit as a summative assessment for formal marking)</p>	<ul style="list-style-type: none"> <li>• Students need to have clear direction/guidance with regard to both the purpose and content of the formative submission. A clear word limit and instructions re layout etc are needed to ensure that students understand what is required of them.</li> <li>• There needs to be an explicit link with the summative assignment that follows – and students need to understand that the feedback on the draft will have an immediate ‘feed-forwards’ function.</li> </ul>	<ul style="list-style-type: none"> <li>• If submitted via Hub, can provide evidence of robust ‘engagement’.</li> <li>• Provides opportunity to provide timely feedback on a draft outline – student has a clearer sense of what the summative submission should contain.</li> <li>• Ensures that there is a record of an assignment’s development – limits likelihood of plagiarism.</li> <li>• Encourages ‘time on task’.</li> </ul>	<ul style="list-style-type: none"> <li>• Time-consuming to mark and provide useful, diagnostic feedback.</li> <li>• Has to be carefully managed so as to avoid marking the same submission twice.</li> <li>• Risk of student acting on feedback on the draft and still gaining a poor mark – resulting in dissatisfaction with the usefulness of the formative feedback.</li> <li>• Students may choose not to complete it if it is</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Back-loaded assessment</b> – quick and relatively simple to set, but time-consuming to mark.</li> <li>• It is recommended that the draft submission is no longer than <u>half</u> the word length of the summative assignment. This encourages student to ‘focus’ on key issues/themes in a skeletal outline and</li> </ul>

			<ul style="list-style-type: none"> <li>• Enables tutor to gain insights into level of academic 'engagement' early-on.</li> <li>• Promotes forward planning and discourages 'last-minute' drafting of summative work.</li> </ul>	not a 'requirement'.	<p>avoids marking same text twice.</p> <ul style="list-style-type: none"> <li>• Timing in critical – students need to receive feedback on the draft sufficiently early to apply it in the development of the subsequent summative submission.</li> </ul>
3	<p><b>Online Quiz using Blackboard</b> (Students engage with tutor-designed quiz online via Blackboard, in their own time. Experience in other HEIs shows that regular completion of Quizzes by students can transform their subsequent performance. For example, at the University of the West of England, quizzes were integrated into a Law programme. The results were striking:</p> <p><i>"The results are spectacular. Those who opted to take the</i></p>	<ul style="list-style-type: none"> <li>• Quiz needs to be easy to access via Blackboard site.</li> <li>• Online quizzes are most effective when students receive automated feedback as they are completing it.</li> <li>• Tutor can limit time available for completion and the number of attempts permissible – strategy needs to be driven by the aims of the assignment.</li> <li>• Whilst a 'mark' might be achieved it may be preferable to focus on designing the feedback on each question so that the outcome is improved</li> </ul>	<ul style="list-style-type: none"> <li>• Can be easily 'monitored' as evidence of robust 'engagement'.</li> <li>• Quiz responses provide tutor (and students) with insights on how much students have learned or progressed.</li> <li>• BB can guarantee anonymity – no 'loss of face' or embarrassment in getting answers wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on students accessing Blackboard.</li> <li>• Blackboard provides a Quiz facility but its flexibility is limited.</li> <li>• Time-consuming to design quiz questions in Blackboard and the feedback on each question.</li> <li>• Time needs to be found in class to review the quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Front-loaded assessment</b> – requires care and time to design but <u>no time at all</u> is required to mark or provide feedback.</li> <li>• The quiz may be less focused on achieving marks than on testing knowledge and understanding and immediate feedback.</li> </ul>

<p><i>quizzes performed very significantly better than those who did not. This difference is not just seen in the module in which the quizzes were included but throughout the first year, and it was still very evident at the point of graduation. The outcomes are all the more dramatic when the nature of those who took quizzes was examined. Quiz takers had virtually the same A level entry qualifications as non-quiz takers and yet performed far better – challenging the idea that it would be the ‘better’ students who took advantage of the quizzes”</i></p> <p>See:  <a href="http://www.ukcle.ac.uk/resources/assessment-and-feedback/online-formative-assessment/">http://www.ukcle.ac.uk/resources/assessment-and-feedback/online-formative-assessment/</a></p>	<p>learning, not a mark which won't be recorded on SITS anyway.</p> <ul style="list-style-type: none"> <li>• Students need to have clear guidance with regard to the purpose of the quiz and its formative function.</li> <li>• The link between the quiz and the module ‘content’ or ‘learning outcomes’ needs to be made explicit.</li> <li>• Tutor needs to make link (e.g. feed-forwards) between the learning developed by the quiz and subsequent summative assessment(s) clear.</li> <li>• Find time to review and ‘unpack’ the quiz in class and revisit answers, group performance etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is instant and automated – student receives explanations or comments on each question as they complete the exercise.</li> <li>• Emphasis is independent study – learning outside of the classroom at a time/place of the student’s choice.</li> <li>• Can be completed anytime/anywhere – at least anywhere where there is a link to the WWW.</li> <li>• Can be mobile-device friendly – student can engage with it on the bus or during a coffee break.</li> <li>• Quiz format is informal and ‘fun’ element can be emphasised.</li> </ul>	<p>and the quiz answers, group’s performance etc.</p> <ul style="list-style-type: none"> <li>• Link with subsequent summative assessment needs to be reinforced.</li> <li>• Difficult to be sure that it is the student who has completed the quiz rather than a third party.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Provides opportunities for students to subsequently ask questions in class – tutor can use these to open-up for wider discussion.</li> <li>• Can be used as a form of exam revision/preparation</li> </ul>		
4	<p><b>Formative ‘Wiki’ Exercise</b> (Students work individually or in small groups to enhance an existing wiki resource (e.g. on Wikipedia) or develop a new one. At Liverpool University Wikis were used recently in a Level 3 history module. The students built an online Wiki resource that formed the basis of discussion in workshops. Each workshop was divided into sub-topics (threads) and 3-4 students collaborated on each, posting their findings on the Wiki)</p>	<ul style="list-style-type: none"> <li>• Blackboard VLE can be used to develop group Wikis.</li> <li>• There may be great inherent ‘value’ in pooling the students’ expertise to enhance, refine or expand an existing Wiki such as a group of pages on <i>Wikipedia</i> as a way of contributing to the ‘common good’.</li> <li>• Students in their 1<sup>st</sup> or 2<sup>nd</sup> year may feel more comfortable working in small groups/pairs. 3<sup>rd</sup> years or PG students may have the skills/confidence required to work independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes good use of e-learning technologies.</li> <li>• Students gain insights into how Wikis evolve and can be used –real problem, real solutions.</li> <li>• Students have an opportunity to develop something of ‘real value’ to others outside the institution.</li> <li>• It develops the transferable skills of</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on students accessing Blackboard or <i>Wikipedia</i>.</li> <li>• Blackboard provides a Wiki facility but its flexibility is limited.</li> <li>• Time needs to be found in class to review the Wiki.</li> <li>• Link with subsequent summative assessment needs to be reinforced.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – requires care/time to design and monitor the Wiki exercise and to mark or evaluate and/or provide feedback.</li> <li>• The formative element may involve weekly or fortnightly reviews of the</li> </ul>

		<ul style="list-style-type: none"> <li>• A Wiki enables students to develop their learning in a non-linear manner – e.g. just as one often navigates Wikipedia in a non-linear fashion by clicking hotlink key words/phrases – tutors may wish to emphasise this as part of the exercise.</li> </ul>	<p>advanced text editing and critical textual analysis.</p> <ul style="list-style-type: none"> <li>• Can be linked directly to a summative assessment (e.g. the final Wiki pages), or may run ‘parallel’ to the summative assessment process.</li> <li>• Can be easily ‘monitored’ as evidence of robust ‘engagement’.</li> <li>• Emphasis is on independent study – learning outside of the classroom at a time/place of the student’s choice.</li> <li>• Can be completed anytime/anywhere – at least anywhere where there is a link to the WWW.</li> </ul>	<ul style="list-style-type: none"> <li>• If completed in groups, it may be difficult to monitor or be sure how much each group member has contributed (as in any group-work exercise).</li> <li>• Close monitoring of Wiki content may be required by the tutor.</li> </ul>	<p>Wiki in class or online.</p> <ul style="list-style-type: none"> <li>• The summative element may be the final ‘product’ in terms of the newly developed Wiki pages.</li> <li>• The Wiki may focus less on achieving marks than on testing knowledge and understanding and providing feedback.</li> <li>• The ‘value’ of the Wiki to others is a crucial aspect of such a formative exercise.</li> </ul>
5	<p><b>The Jeremy Paxman Interview</b> (Rather than asking students to write an essay on ‘Plato’s</p>	<ul style="list-style-type: none"> <li>• This could be used as a form of formative assessment in which students can play with</li> </ul>	<ul style="list-style-type: none"> <li>• Like the poster presentation, this kind of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Students may find this an alien form of assessment,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Back-loaded assessment</b> – requires little</li> </ul>

<p>attitude to women in the <i>Republic</i>, why not take advantage of a more 'creative' approach which requires students to write, instead, a short 10 minute radio script for an interview between Paxman and Plato?)</p>	<p>ideas and concepts in a relaxed and 'fun' context.</p> <ul style="list-style-type: none"> <li>• It could be particularly 'fun' if students had an opportunity to 'act-out' the screen play in class.</li> <li>• The 'acting-out' process could be used as the 'summative' element of the assessment, with the script itself being a strictly formative element.</li> <li>• Detailed guidance may be required and 'exemplars' of radio scripts provided so as to provide a sense of what is expected.</li> </ul>	<p>draws on different learning styles (e.g. visual, audio, kinaesthetic).</p> <ul style="list-style-type: none"> <li>• It enables students who respond less positively to traditional 'essay' tasks with alternative ways of demonstrating their learning and their enthusiasm for the subject.</li> <li>• It requires students to demonstrate the same kind of understanding of and insights into Plato's ideas and arguments, but within a highly entertaining radio 'debate'.</li> <li>• If video-taped, the acted 'performed' screen plays could be shared with a wider audience via</li> </ul>	<p>especially those outside of the Humanities.</p> <ul style="list-style-type: none"> <li>• Less confident students and those uncomfortable with role play and 'performance' may find the acting-out of the radio script a considerable challenge.</li> <li>• Time needs to be dedicated to the process in order to do it justice. Time in class is particularly important especially if the students are required to 'act-out' the script. If done in pairs the time commitment could be considerable. May, therefore, be suited to small groups rather than</li> </ul>	<p>time to design but reading and providing feedback on the scripts could be comparable with that required for an essay.</p> <ul style="list-style-type: none"> <li>• <b>However</b>, if the script is 'performed' feedback could be oral and happen in class – quick and simple.</li> </ul>
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			BB or the School website.	large ones. However – the writing of the script is something that can be done regardless of cohort size.	
6	<p><b>Annotated bibliography</b> (Students develop an annotated bibliography which summarises their reading up to a given point in time. The bibliography can be closely linked to the theme/focus of a subsequent summative assignment).</p>	<ul style="list-style-type: none"> <li>• Students may be entirely unfamiliar with the concept of an annotated bibliography. The structure and purpose of the task may need to be clearly explained and examples/templates may need to be provided so they can articulate its value with respect to their own studies.</li> <li>• Tutors should consider how the annotated bibliography can be directly linked to a summative exercise/assessment in order for students to perceive its full benefits.</li> <li>• It may be desirable for the students to include the date they accessed each source so that the tutor can gain insights into how their reading has evolved over time, and how</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to read, summarise and evaluate sources – a key transferable skill.</li> <li>• Can be submitted as an ‘appendix’ (if needed) to the summative assignment.</li> <li>• Enables tutors to see clear evidence of students reading and their understanding of what they have read.</li> <li>• Acts as a check against plagiarism/collusion – there is an ‘audit’ trail showing how the student’s</li> </ul>	<ul style="list-style-type: none"> <li>• If the link between the annotated bibliography and a summative assignment isn’t made explicit, students may struggle to perceive its benefits.</li> <li>• Students may need guidance not only in terms of how to use the annotated bibliography, but also with respect to how they might want to make choices about what to include/exclude.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Back-loaded assessment</b> – quick and relatively simple to set, but time-consuming to mark and provide feedback on.</li> <li>• Develops a range of important transferable skills.</li> <li>• Develops a ‘way of working’ that might dramatically improve learning in future.</li> <li>• The bibliography can be</li> </ul>

		<p>'effort' has been spread between weeks.</p> <ul style="list-style-type: none"> <li>• The annotated bibliography can be peer-evaluated. It is also possible to 'pool' them into a single group resource (if this is deemed appropriate).</li> </ul>	<p>engagement with the disciplinary literature has evolved over time.</p> <ul style="list-style-type: none"> <li>• Tutor can provide a ready 'template' for students to use.</li> <li>• Can help students to 'structure' their future note-taking and build resources of real value in building future assignments.</li> <li>• Students develop critical reading skills.</li> <li>• Can easily be submitted via Hubs and demonstrate evidence of engagement.</li> </ul>		<p>submitted either <u>prior</u> to the linked summative assignment, or as part of it (e.g. as a separate appendix).</p>
7	<p><b>The Patchwork Text</b> (This involves a structured series of short pieces of work produced over the course of a module. These are varied in style and form (e.g. presentation, critique of an article or newspaper column reflective review of a teaching</p>	<ul style="list-style-type: none"> <li>• The exercise can be completed by individuals or by small groups.</li> <li>• In a group, individuals can 'pool' resources to be included in the Patchwork Text.</li> <li>• In a group students can collectively (or individually) write the retrospective</li> </ul>	<ul style="list-style-type: none"> <li>• The patchwork itself – the bits contributed – may form the formative element of the assessment. The 'retrospective' overview may be</li> </ul>	<ul style="list-style-type: none"> <li>• This may be an 'alien' form of assessment for some students. Careful management may therefore be required on part of the tutor.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – requires care/time to design the exercise and to mark or evaluate and/or provide</li> </ul>

<p>session, summary of a group discussion). These pieces are discussed by students, then, at the end of the module the edited pieces are submitted along with a reflective, retrospective commentary ‘stitching’ it all together. Can be completed in groups or individually.</p> <p>At Liverpool University staff have reported that it encourages participants to “<i>get involved in critical evaluation throughout the module, and that it is highly motivating and results in work of a very good standard</i>”)</p>	<p>commentary which ‘stitches’ the pieces together and which teases out ‘meaning’ or ‘salient themes’ from the assemblage.</p> <ul style="list-style-type: none"> <li>• By including the date when pieces were contributed, the students can create an ‘audit trail’ which shows how the resource evolved over time and how they distributed ‘effort’ hours.</li> </ul>	<p>treated as the <u>summative</u> element.</p> <ul style="list-style-type: none"> <li>• The assessment is open, therefore, to some flexibility in terms of how it is conducted and assessed.</li> <li>• It enables students to each contribute in a meaningful way to a common resource which may have value outside of the group.</li> <li>• The exercise enables students to draw on ‘topical’ items in the media – this lends a sense of relevance and immediacy to the learning process.</li> <li>• The process of collecting and contributing resources ensures that students have something to focus their efforts on</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed guidance may be required regarding the assignment parameters, what should be included in the ‘Patchwork’, and how the retrospective account should be structured.</li> <li>• Some students may contribute more materials than others to the Patchwork – tutor may need to include an element of peer assessment (e.g. using WebPA).</li> <li>• Groups may become dysfunctional. An intervention strategy may be required by tutor.</li> </ul>	<p>feedback. If the reflective, retrospective account is kept reasonably brief (e.g. 1,000 words), then it could be relatively quick to evaluate. If only the Patchwork is submitted as a formative exercise, feedback on the choice/range of sources/evidence may be needed.</p> <ul style="list-style-type: none"> <li>• The approach has worked well in other HEIs.</li> </ul>
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			<p>between class sessions.</p> <ul style="list-style-type: none"> <li>• The group-work approach encourages peer support as well as peer competition. It is easy to identify 'free-loading' students.</li> <li>• Can easily be submitted via Hubs and demonstrate evidence of engagement.</li> </ul>		
8	<p><b>Students Write Next Year's Exam!</b>  (In the middle of a module, ask students to reflect on the module content covered so far. Ask them to design an Exam paper that can be set for next year's students which might pose a robust test of their learning in relation to the first half of the module. Ask them to justify and explain their choice of questions etc., and to provide some indication of</p>	<ul style="list-style-type: none"> <li>• This kind of exercise gets students to think rather differently – in this case they are required to take off their 'student' hat, and put on their 'assessor' hat. This is a healthy process that forces students to think very carefully about the issues, concepts, ideas, debates etc that they have engaged with and how the module outcomes in question can be achieved via an</li> </ul>	<ul style="list-style-type: none"> <li>• Build group-work and team-working skills.</li> <li>• Students have to think carefully about the nature of exams, and how module outcomes can be demonstrated.</li> <li>• Provides an excellent form of exam revision for their own exams.</li> </ul>	<ul style="list-style-type: none"> <li>• This kind of exercise is almost certain to be 'alien' to most students, but is entirely appropriate as a way of addressing students' awareness of the nature and purpose of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students do sometimes wonder why exams are necessary at all since they require skills and require students to work in a format which is rarely required in the workplace. This kind of exercise</li> </ul>

	<p>what a model answer might comprise. The end result is an annotated exam paper with questions, justifications, and some indication of what model answers should contain). <b>Note:</b> The intention here is not necessarily to get one group of students to actually design an Exam paper for the next cohort – but, instead, to get them to reflect on what learning is important in a module.</p>	<p>assessment process – this case an Exam Paper.</p> <ul style="list-style-type: none"> <li>• This is probably best done in small groups, with students pooling their ideas and producing an agreed final ‘product’. The exercise therefore also builds team-working skills and negotiation skills.</li> <li>• The final product may be limited to 2 sides of A4 – inc questions and justifications/bullet points.</li> <li>• Providing some guidance and some ‘exemplars’ may be necessary so that students have a clear sense of what is expected in the form of an end product.</li> </ul>	<ul style="list-style-type: none"> <li>• The short/small size of the end product (e.g. 2 sides of A4) means that the task isn’t too daunting.</li> <li>• This might actually produce some really good ideas for future exam papers!</li> </ul>	<ul style="list-style-type: none"> <li>• For the exercise to have maximum benefit, sharing examples between student groups is likely to be necessary/desirable.</li> <li>• Dedicated time in class to review examples is likely to provide a very effective way of providing feedback, but may be time-consuming.</li> </ul>	<p>provides a means by which tutors can demonstrate the value that exams have as a tool for assessing learning.</p> <ul style="list-style-type: none"> <li>• The annotated exam papers produced by students may provide useful teaching materials for the tutor to use with future groups.</li> </ul>
9	<p><b>Poster Presentation</b> (Completed by individual students or in small groups).</p>	<ul style="list-style-type: none"> <li>• Poster presentations can be genuinely ‘empowering’ for students since they enable them to demonstrate learning in an unconventional format with considerable freedom in design etc. Some tutors provide a basic ‘design template’ for students to utilise – this results in a more</li> </ul>	<ul style="list-style-type: none"> <li>• These can be used to give students the chance to explore issues outside of those addressed in lectures, or can provide opportunities for students to reflect on (revise) topics</li> </ul>	<ul style="list-style-type: none"> <li>• This might be an ‘alien’ format of assessment for some students and requires them to work in a different way.</li> <li>• Students require clear guidance on how to choose</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Front-loaded assessment</b> – requires care and time to design but can be relatively quick to mark - especially if peer-assessment is employed.</li> </ul>

		<p>consistent visual style, but can limit creativity.</p> <ul style="list-style-type: none"> <li>• Posters often appeal to students who favour a ‘visual’ learning style – and also facilitate the exercise of a greater range of skills than those used in the traditional ‘essay’. Tutors may wish to consider carefully what proportion of the marks available should be awarded for ‘creativity or originality’ and ‘quality of design’.</li> </ul>	<p>already covered in class.</p> <ul style="list-style-type: none"> <li>• They require students to consult relevant sources, draw on their developing understanding of their topic, discuss it with members of the group.</li> <li>• Students have to present ideas, concepts, findings etc in a different format, using transferable ‘design skills’.</li> <li>• Posters can be ‘exhibited’ and discussed in a class session and/or shared more widely.</li> <li>• Peer feedback can play a valuable role.</li> <li>• Poster sessions can be fun and have the flavour of an ‘event’, especially if they include</li> </ul>	<p>topics, what to include, and how to layout the poster itself.</p> <ul style="list-style-type: none"> <li>• Time and space need to be dedicated to reviewing the posters in class. Tutors need to consider if there are ways that key elements of ‘content’ can be covered using posters, rather than tutor-led lectures etc.</li> <li>• The ‘feedback’ process can happen orally and may include extensive use of peer feedback (students commenting on each other’s posters).</li> <li>• Posters may be difficult to submit</li> </ul>	<p>Feedback can happen orally in class.</p> <ul style="list-style-type: none"> <li>• A number of websites now offer free download templates for poster presentations.</li> <li>• Extra ‘value’ can be gained by ‘exhibiting’ students’ posters in the School of Study. This has two major advantages: firstly students’ work is exposed to a wider audience; secondly staff and other students can be invited to ‘score’ or ‘provide feedback’ on the posters too –</li> </ul>
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			<p>external participants, refreshments and prizes. In other HEIs students have highlighted how much they value assessments of this kind.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>in e-copy format via e-Vision due to file-size constraints.</p>	<p>something which could be built into the formative feedback process.</p>
10	<p><b>Media Log</b> (Students collect items relating to the module as reported in media such as newspapers, blogs, magazines, websites etc. Each student contributes one item each week and explains or justifies its inclusion into a group media Log)</p>	<ul style="list-style-type: none"> <li>• It is important that students understand and appreciate the 'relevance' of the subjects they are learning and the module content. One way of achieving this is to set in place a group Media Log. This can be entirely informal, but gives each student an opportunity to contribute. This could be developed in Blackboard VLE. Students could be invited to comment and provide feedback on the new items added to the Media Log each week. The final product is a valuable, concrete resource of value to the whole cohort. It could also inform students' summative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Very student-led, with emphasis on students taking responsibility for their own learning.</li> <li>• Informal but fun way of taking advantage of the reading, web-surfing and TV viewing of students on a weekly basis.</li> <li>• Gives everyone a chance to contribute.</li> <li>• End 'product' is a real value.</li> <li>• Could be a useful revision tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires students to engage in the process without the expectation of receiving a 'mark' for their contributions.</li> <li>• Monitoring of the Log and provision of commentary/feed back requires some commitment of tutor time.</li> <li>• Some contributions may need to be 'moderated'.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of Media Logs of this kind is becoming increasingly common in HEIs.</li> <li>• It has the effect of 'pooling' the reading that students are collectively engaged in.</li> <li>• It provides a useful resource of topical materials that could influence the 'teaching materials' used</li> </ul>

			<ul style="list-style-type: none"> <li>• Could also be useful for subsequent cohorts.</li> <li>• Tutors could moderate and provide feedback on additions to the Log on a weekly or fortnightly basis.</li> <li>• Could 'spark' ideas for future projects and dissertations.</li> </ul>		by tutors in future years.
11	<p><b>The 'Whole School Project'</b> (This could involve all BA years working together in teams to produce a designed 'product'. At Liverpool Univ the Architecture Dept focused on student teams developing an educational 'Architectural Game'. The groups were around 7-8 in size with at least two from each year, and the year 3 students acted as managers. The exercise lasts a week and ends with presentations by each group, and judging, with prizes awarded. This is an excellent way to help deliver and</p>	<ul style="list-style-type: none"> <li>• This kind of project can take place outside of the 'formal' assessment process on a course – it is simply an activity within the School that builds student engagement and employability-related skills. It is voluntary and develops a sense of School 'esprit de corps'. It builds entrepreneurial qualities and attitudes and may result in a product than can be commercialised.</li> <li>• Commitment is needed from the School with a small staff team overseeing its</li> </ul>	<ul style="list-style-type: none"> <li>• This kind of project can be designed by staff but without a major input of staff time during its implementation.</li> <li>• The projects are student-led and can include an element of peer assessment.</li> <li>• The whole school project promotes school cohesion and loyalty.</li> <li>• Products may be of a commercial or potentially commercial nature.</li> </ul>	<ul style="list-style-type: none"> <li>• A small staff team needs to develop and oversee the whole school project.</li> <li>• Buy-in is needed at senior levels within the School.</li> <li>• Prizes/awards need to be purchased – these could take form of studentships or cash bursaries or book tokens.</li> <li>• May be very difficult to involve all UG students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Front-loaded assessment</b> – requires care and time to design but quick to judge or evaluate.</li> <li>• This kind of project, if used creatively, could transform students' perceptions of their School of Study.</li> <li>• It facilitates cross-cohort collaboration</li> </ul>

	<p>encourage key skills such as group working, management skills, presentation and so on. There was a vote at the end of the project and over 95% of the students thought it was a good project to have worked on, and thought it should continue.</p>	<p>development and implementation.</p> <ul style="list-style-type: none"> <li>• The informal nature of the exercise (it does not necessarily result in a 'mark' or inform grades) is a real strength – it is about <u>learning and collaboration</u>, not achieving marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Awards and prizes can be recorded on the HEAR and awarded at congregation.</li> <li>• Builds a real sense of healthy competition between students.</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary nature of exercise may result in a low take-up.</li> <li>• Time has to be set aside to evaluate the project 'products'.</li> </ul>	<p>and combats the frequently noted problem of 'lack of contact' between Year groups in Schools (e.g. Year 1 students working together with Year 2 students).</p> <ul style="list-style-type: none"> <li>• PG students could act as managers, working with UG students....</li> <li>• It 'adds value' to the student experience by providing informal learning opportunities which have tangible, concrete outcomes.</li> </ul>
12	<p><b>Peer-feedback on Writing</b> (This peer assessment is particularly useful for the</p>	<ul style="list-style-type: none"> <li>• Ask each student to write 500 words about a key</li> </ul>	<ul style="list-style-type: none"> <li>• Student-led.</li> <li>• Requires students to use evaluative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may be unfamiliar with the</li> </ul>	<ul style="list-style-type: none"> <li>• This is a tried, tested and proven model of</li> </ul>

	<p>writing process. Students are paired and asked to read each other's written work. The reader must identify two things the author did well and one specific suggestion for improvement. Before implementing this strategy, students must be trained on the process of providing appropriate feedback to their peers. The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners)</p>	<p>theme/topic from a choice of three or four.</p> <ul style="list-style-type: none"> <li>• Then get students to review each other's work in class.</li> <li>• Allow time for students to discuss and carry-out reciprocal review of each other's work.</li> <li>• Then ask each student to award two stars and a wish (2 positives and 1 item for future development).</li> <li>• Tutor summarise some of the positives and all of the 'future development' items – provides a copy to the class as an aide memoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets students to work together (good ice-breaker)?</li> <li>• Involves peer learning and collective input.</li> <li>• Requires students to think carefully about areas where their own work could be enhanced in future.</li> <li>• Involvement of tutor time is minimal in terms of overseeing the process.</li> </ul>	<p>notion of peer assessment and providing peer feedback. Some may feel self-conscious about sharing their written work with fellow students – even if it is only 500 words.</p> <ul style="list-style-type: none"> <li>• Needs to be carefully managed – students may need some guidance and advice regarding the peer assessment process.</li> <li>• Time needs to be dedicated to ensuring sufficient discussion, and summarising at end of the process.</li> </ul>	<p>formative assessment that has been extensively employed in schools for many years. There is no reason at all why it should not be as effective (or even more so) in a HE setting.</p>
13	<p><b>Reviewing 'Exemplars' of Student Work</b> (Circulate anonymised examples of essays/projects)</p>	<ul style="list-style-type: none"> <li>• This is a strategy already employed on some modules, with considerable success.</li> </ul>	<ul style="list-style-type: none"> <li>• As one UEA colleague has noted from her own experience in HUM:</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally, students should be warned in advance that their work may</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – relatively easy to design and can</li> </ul>

<p>etc. and review/analyse in class with students. This kind of formative exercise has a powerful impact on students and is often highly effective in 'de-mystifying' the assessment process, assessment criteria, staff expectations, structure, analysis, written English requirements etc. Mock marking exercises can be highly effective – though it is probably best to give students a chance to indicate their preferred mark anonymously. Comparing students' marks with the real (actual) mark and feedback can usefully reveal differences/gulf between students' expectations and those of staff)</p> <p>As Sambell has argued, "Lecturers should be explicit about assessment methods and criteria and discuss these with students. Students need to be clear about what constitutes good work. It's not good enough to tell students what the assessment criteria</p>	<ul style="list-style-type: none"> <li>• Some staff favour sharing just 1<sup>st</sup> class 'exemplars' so that students understand better how they need to develop their approach to gain the highest marks.</li> <li>• Others prefer to share both weak and strong exemplars which illustrate both ineffective and effective study strategies.</li> <li>• Some staff combine with a detailed examination of the Senate Scale marking descriptors, or consider in relation to other ways of conceptualising student learning, such as Bloom's <i>Taxonomy</i>, which can be mapped against the marking bands on the Senate Scale.</li> </ul>	<p>"This practice consistently exposes and recasts first year expectations of degree level study - 'the paragraphs are much longer than I would normally do', 'I'm surprised at how many footnotes there are', 'there's no big words for the sake of it here', and 'I didn't know you were allowed to do this kind of thing', 'the essay was surprisingly interesting' - are frequent comments".</p> <ul style="list-style-type: none"> <li>• Copies of student work are readily available and anonymous submission means that scripts are often already 'anonymised'. However, exemplars</li> </ul>	<p>be used for this kind of purpose, or their permission should be sought.</p> <ul style="list-style-type: none"> <li>• Exercises like this require dedicated time in class or in seminars to explore fully the qualities of the exemplars and to give students opportunities to work in groups, unpack assessment criteria etc.</li> </ul>	<p>be discussed in class without need for written feedback.</p> <ul style="list-style-type: none"> <li>• One UEA lecturer has noted "Students coming into a new HE system need us to 'unpack' the expectations behind some of the words we used most often in assessment". This is a very effective way of doing just that.</li> </ul>
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	are, they need to actively participate in deepening their understanding of what good work is.”		need to be chosen carefully to demonstrate or illustrate key themes.		
14	<p><b>The Reflective Learning Log</b> (Students produce a reflective short written ‘report’ each week which contributes to a Reflective Learning Log. As one UEA colleague in HUM has noted: “it is not always possible to ensure that students fully engage with all of their modules, or, indeed, with all of the material on any given module. In addition, I have found often that the students lose sight of the aims of a module, or its overarching ‘narrative.’ The idea of the weekly log/report is to encourage the students to continue thinking about what they have learned in seminars from week to week, and to ‘narrativise’ the links across the semester”)</p>	<ul style="list-style-type: none"> <li>• The weekly reports can be very informal, only 1 side of A4, and even handed-in anonymously. They can be collected on BB.</li> <li>• Tutors sometimes provide brief feedback on the weekly reports.</li> <li>• In some cases, tutors have tutorials to discuss weekly logs.</li> <li>• The ‘formative’ Log entries can be pulled together with a reflective narrative/analysis in a summative submission.</li> <li>• Students need to be guided with regard to the nature of the ‘reflection’ required.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhances levels of continual engagement and ‘effort’ across the semester.</li> <li>• Encourages the development of continual reflection.</li> <li>• Helps students to take responsibility for their own learning.</li> <li>• Can link to a subsequent summative assignment.</li> <li>• Can be very informal, or submitted via HUB.</li> <li>• Provides evidence of engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may struggle with the weekly demands placed on them to ‘reflect’ and provide learning reports.</li> <li>• The manner of providing feedback needs careful management if the time commitment is to be kept within reasonable bounds.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – relatively easy and quick to set the assessment and provide guidance. Regular brief feedback thereafter.</li> <li>• One HUM colleague has noted: “It allowed for a regular, consistent, intellectual and pedagogical conversation to be had ... it resulted in 100% attendance as the students felt very strongly that this was</li> </ul>

					their module that they were integral to; and the students were absolutely engaged with the material that we were studying”.
15	<p><b>Self-assessment of formative essay submission</b>  (One SCI colleague has used student self- assessment as a tool to enhance 2<sup>nd</sup> year students’ understanding of what makes a really strong scientific essay or report. Some SCI students rarely write ‘traditional essays’ in their 1<sup>st</sup> and 2<sup>nd</sup> years, which means they sometimes struggle to develop well-written dissertations in the final year. The formative self-assessed essay in the 2<sup>nd</sup> year helps to address this problem. The Self-Assessment Checklist used can be found in <b>Appendix B</b>)</p>	<ul style="list-style-type: none"> <li>• A self-assessment checklist or ‘set of criteria’ can be provided to students which they complete prior to submission of the formative essay. The students reflect on how well they have met the criteria.</li> <li>• Tutor can then use the same checklist or criteria when providing feedback. This can be used to provide rapid feedback.</li> <li>• Some tutors combined the exercise with workshops where resources/evidence are reviewed, and aspects of the essay/report are unpacked in more detail.</li> <li>• Students need to be provided with some guidance on how to self-assess, and how to apply</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages reflection and self-assessment – important translatable skills of value in the workplace.</li> <li>• Encourages students to be more ‘critical’ of their own work prior to submission – helps to ‘iron-out’ common problems in writing etc.</li> <li>• Provides a clear reference frame against which students evaluate their performance.</li> <li>• Formative essay can be submitted via</li> </ul>	<ul style="list-style-type: none"> <li>• As the SCI colleague in question has noted: “Overall, students prefer feedback that includes specifics on how to improve; they find self-evaluation and reflection more difficult and are less likely to engage voluntarily with this mode of formative assessment”.</li> <li>• The value of the assignment for future modules (feed-forwards) needs to be clearly articulated for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – relatively quick to design and set, and use of checklist means feedback demands are not overly onerous for the tutor.</li> <li>• The SCI colleague who used this self-assessment strategy noted that: “essay writing was improved and no students who completed the self-assessment</li> </ul>

		the criteria in the self-assessment checklist.	HUB and used to demonstrate robust engagement. <ul style="list-style-type: none"> <li>•The use of the checklist form means that providing feedback is relatively quick and simple.</li> </ul>	students to engage effectively and enthusiastically.	table had significant omissions in the coursework. <ul style="list-style-type: none"> <li>•A high average formative mark of 64% was maintained over two year period despite significant increase in number of international (EAL) students in second cohort.</li> </ul>
16	<b>The Mock Exam &amp; De-briefing</b> (Mock exams will be more than familiar to most UG and PG students. However, the nature of the ‘mock exam’ can be tailored to maximise the ‘feed-forwards’ function and the impact on student learning. The de-briefing aspect is, arguably, the most important aspect to get right – this needs to focus on areas where students performed well and on areas where knowledge,	<ul style="list-style-type: none"> <li>•The choice of questions needs careful design/planning in order to develop key knowledge, insights, etc, whilst not replicating too closely the summative exam.</li> <li>•Tutors may wish to consider whether the ‘mock’ is conducted under exam conditions or in the students’ own time. Each approach may have advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>•Prepares students for the particular challenges of the ‘exam’ format assessment – e.g. writing at speed using a pen (something students rarely have to do in other areas of their degree studies)</li> <li>•Builds insights into the purpose of exams, effective</li> </ul>	<ul style="list-style-type: none"> <li>• Time may need to be scheduled into the module schedule for the ‘mock’ exam in ‘exam conditions’.</li> <li>• Time needs to be dedicated to the de-briefing process.</li> <li>• The de-briefing process may have limited</li> </ul>	<ul style="list-style-type: none"> <li>• In general it is desirable aim to ensure that students are properly equipped and prepared to undertake the summative assessments which influence their degree classification. In this sense, it is</li> </ul>

	<p>understanding, insight or analysis were lacking. Reasons for strong and poor performance can be ‘unpacked’ along with a detailed reflection on exam techniques/strategies, and revision of key topics. Timing is critical – students need time to absorb and act on the de-briefing prior to their summative exam).</p>	<ul style="list-style-type: none"> <li>•Tutors may wish to include a self-assessment or peer-assessment element (or both) prior to the students’ submitting their formative scripts to the tutor or the HUB for marking/feedback.</li> <li>•Should the ‘debriefing’ and feedback take the form of written feedback or happen orally/verbally in a de-briefing workshop? Or both?</li> </ul>	<p>exam strategies, marking criteria etc.</p> <ul style="list-style-type: none"> <li>•De-briefing workshop or written de-brief provides an excellent opportunity for ‘revision’ of key topics, issues etc.</li> <li>•If the de-briefing includes a self or peer-assessment component, this can also build skills of reflection, peer evaluation etc.</li> </ul>	<p>value if not all the students attend.</p> <ul style="list-style-type: none"> <li>• Module schedules and pressures on contact time may limit opportunities to include a ‘mock’ and a formal de-briefing prior to the summative exam.</li> <li>• Designing mock exams is a time-consuming and complex process – not all staff may feel it is time well spent.</li> </ul>	<p>good practice to include ‘mock’ exams of this kind so that students can ‘practice’ the skills and strategies required in the exam room.</p>
17	<p><b>Problem-Solving Exercise(s)</b> (This kind of approach to formative assessment involves setting students a series of ‘problems’ to explore in groups. The following provides an example employed at Heriot Watt University: In class (seminar style room) students split into groups of 4 for all classes and they work together – peer supporting. They bring</p>	<ul style="list-style-type: none"> <li>•For this kind of formative assessment to work most effectively, some care may need to be taken when splitting the class into groups in order to ensure ‘balanced’ groups.</li> <li>•Some guidance and preparation for the group-working process may be necessary – e.g. effective strategies, accommodating</li> </ul>	<ul style="list-style-type: none"> <li>•Student-led approach – enhances student autonomy and self-directed learning strategies.</li> <li>•Takes the emphasis off tutor ‘delivering content’ and places greater emphasis on tutor as a ‘facilitator’.</li> </ul>	<ul style="list-style-type: none"> <li>• Success of this formative assessment is highly dependent on students being equipped to work effectively in groups, and being provided with suitable ‘problems’ and resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – in the sense that the requirement for feedback is spread across the semester. Some up-front design of problems, materials/resources is required.</li> </ul>

<p>along notes and support materials. It's an informal atmosphere and students can leave to source other material, eat/drink etc. Six exercises ("Problems") are set in two week long stints. Each session is slightly more complex than the previous requiring further preparation by reading in the notes etc. Exercises are problems that require knowledge from the materials provided, external sources and other parts of the course)</p>	<p>differences in learning styles, awareness of team role theory etc.</p> <ul style="list-style-type: none"> <li>• Careful planning re provision of 'problems' and group learning resources in required.</li> <li>• Student-led problem-solving workshops may need to be backed-up with group tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>• Students gain sense of achievement by solving problems presented to them.</li> <li>• Students gain profound insights into the subject/discipline.</li> <li>• Develops study strategies likely to be important for success in subsequent modules.</li> <li>• Emphasis on team-working and problem-solving develops employability skills and attitudes.</li> </ul>	<p>required to explore them.</p> <ul style="list-style-type: none"> <li>• Groups may become dysfunctional – tutor needs to have strategies in place to deal with the problems that occasionally arise from groupwork.</li> <li>• Some students may not engage, some may invest more 'effort' than others.</li> <li>• Students are sometimes resistant to groupwork – but if the assessment is purely formative concerns about 'marks' being influenced by other 'free-loading' students can be ameliorated.</li> </ul>	<ul style="list-style-type: none"> <li>• In the Heriot-Watt example, students submitted an exercise every other week and got formative feedback the following week. All members of each group handed in an assignment every time. Each was looked at briefly and evaluated at Pass/Fail level and one from each group was selected for detailed feedback. Tutor visited each group to provide verbal feedback on each of the submissions.</li> </ul>
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18	<p><b>The 3-2-1 Discussion</b></p> <p><b>3</b> - Things you found out about the topic.</p> <p><b>2</b> - Interesting things about the topic.</p> <p><b>1</b> - Question you still have about the topic.</p> <p>(This gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still partial or vague.)</p>	<ul style="list-style-type: none"> <li>• The whole 3-2-1 exercise can be done in ‘real-time’ in class, or can be set as a small exercise to be completed in time for discussion at the subsequent class session.</li> <li>• If students send their 3-2-1 points to the tutor, the tutor can then draw on them to structure the class session/seminar.</li> <li>• Experience indicates that this is highly effective in engaging students since the discussion is based around their own ideas, the information they have found, and the question(s) they flagged.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a proven form of formative assessment with a long history of successful application in schools.</li> <li>• It is student-centred and student-led. The students’ 3-2-1 points can inform the entire structure of the class or the subsequent class session.</li> <li>• It is easy to set, and the tutor acts primarily as a ‘facilitator’ in the class session built around the 3-2-1 points.</li> <li>• Where students ‘flag’ things they are unclear about, it provides the tutor with an opportunity to ‘target’ these areas effectively prior to completion</li> </ul>	<p>Very few disadvantages to this kind of exercise – except that, of course, it does require appropriate allocation of time in class/seminar.</p>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – in the sense that the exercise is simple to set, requires no written feedback from the tutor, and involves no ‘marking’ as such. All feedback, guidance is provided orally in class.</li> </ul>
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			<p>of an exam or summative assignment.</p> <ul style="list-style-type: none"> <li>• Students share their 3-2-1 points. This can be done anonymously so as to avoid any self-consciousness, anxiety or potential 'loss of face'.</li> </ul>		
19	<p><b>Question Time Debate (from Norwich)</b> Students are required to prepare an evidenced response around a particular question or statement in the format of BBC Question Time. In small groups, students have 5-10 minutes to present their view and argument. This is then followed by wider discussion and questions from the audience. And then other views/arguments are presented. Students also submit a 1-sided hand-out with the key substantiated arguments.</p>	<ul style="list-style-type: none"> <li>• The lecturer or students can create the questions and statements;</li> <li>• Some guidance for the types of 'questions from the audience' to ask supports students to generate open questions;</li> <li>• Students can be given the role of summarising the key features of the discussion at the end of the debate.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have the opportunity to practice and rehearse the key arguments regarding particular concepts and issues;</li> <li>• Students have the opportunity to develop their knowledge and understanding through the use of relevant literature and sources;</li> <li>• Students can develop synthesis of argument and</li> </ul>	<ul style="list-style-type: none"> <li>• For an effective Question Time debate, tutors need to think of questions from the audience in case students don't develop many;</li> <li>• Students may be unwilling to ask questions and others will dominate discussion so it is important to develop a 'safe' atmosphere for the debate to be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment –</b> This activity is simple to set and requires no written feedback from tutors. All guidance is provided orally by tutors and peers.</li> </ul>

			<p>summary-making skills;</p> <ul style="list-style-type: none"> <li>•Tutors are able to listen to students articulate viewpoints and understanding to formatively assess learning which is taking place;</li> <li>•Tutors can use the opportunity to feedforward.</li> </ul>	<p>held in. It may be appropriate to establish some groundrules for the debate.</p>	
20	<p><b>Formative Post-It Notes</b> This activity is ideal for larger cohorts of students and suitable for lectures as well as seminars. After presentation of information, the lecturer asks students to summarise the concept of the lecture on post-it notes. Crucially, the summary should be approximately two sentences. The lecturer checks over them during a short break/activity and selects a sample of responses. Making sure they're anonymous, they then discuss them, gives a viewpoint and invites students to comment.</p>	<ul style="list-style-type: none"> <li>• The lecturer is able to informally assess the learning of the students and check levels of understanding;</li> <li>• This method gives students and the lecturer the opportunity to clarify any misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors can assess the learning and understanding of large cohorts of students in a relatively short time-period;</li> <li>• Any misconceptions of understanding can be addressed in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may need longer to absorb the learning and may not like being questioned on the spot.</li> <li>• To overcome this, lecturers can explicitly tell the students that this will feature towards the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – this doesn't add to the lecturer's workload – it is simply a matter of changing, in a small way, the use of time in lectures or seminars.</li> </ul>

				end of the lecture.	
21	<p><b>Work in Progress (WiP) assignments</b></p> <p>Students complete two essays. One is submitted mid-semester and one at the end. As part of the second assignment students are required to indicate how they have responded to feedback outlined in the first submission.</p>	<ul style="list-style-type: none"> <li>• This activity encourages students to reflect on aspects of feed-forward tutor comments.</li> <li>• Students have the opportunity to engage in formative/developmental process of essay writing</li> </ul>	<p>Tutors can assess students' understanding and utilisation of the feedback.;</p> <p>It provides students with an opportunity to develop an understanding of the feedback writing process</p>	<ul style="list-style-type: none"> <li>• Students may not wish to engage with the feed-forward comments.</li> <li>• Students may not understand the comments so guidance/intervention needs to be provided so they have the opportunity to ask questions.</li> </ul>	<p>This involves giving feedback twice, but emphasis on final submission can be on tick-box system against learning outcomes (i.e. has student met the criteria?), with detailed written feedback concentrated on the formative assignment (1<sup>st</sup> submission).</p>
22	<p><b>Designing a leaflet/pamphlet</b></p> <p>This type of formative assignment requires students to write for a particular audience and this helps students to communicate, and make connections with ideas rather than just feeling that 'nobody really reads it, just lecturers'. In this assignment tutors specify a 'real' audience and ask students to present</p>	<ul style="list-style-type: none"> <li>• Give the leaflet a 'real-world' setting, for example an audience that they may encounter in future employment.</li> <li>• Tell the students that the best examples will be seen by a wider audience, or used 'for real'.</li> </ul>	<ul style="list-style-type: none"> <li>• Students often greet this activity with enthusiasm as they find it more realistic than the academic essay.</li> <li>• As students have to fully understand the subject matter to communicate it to the lay audience, tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Very few disadvantages to this kind of exercise, except for the problem that students will engage at various levels and with differing effort input.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neutral assessment</b> – some thought about the purpose of the leaflet, or a 'design framework' might be required to provide guidance, but</li> </ul>

	<p>concepts in a clear and accessible way, and without misrepresenting or simplifying the subject. Generally, this assignment seems to enthuse students and requires them to read around the subject because they are required to fully understand the literature to be able to present it clearly.</p>		<p>can see if students have fully understood the topic.</p>		<p>generally speaking this kind of assignment should not add considerably to workloads – it could also be used as basis for a competitive element within the group, could promote groupwork etc. An early version might be formative, with more polished version having a summative function.</p>
23	<p><b>Test to monitor personal progress</b> This activity enables students to reflect on their progress throughout their degrees. The same test, which is marked in relation to the standard of knowledge and understanding expected in the final year is</p>	<ul style="list-style-type: none"> <li>• Guidance needs to be given to students to ensure they understand the standards and levels of the test. Tutors also need to ensure that students understand that progress in terms of the score is expected.</li> <li>• Guidance needs to be readily available for when students</li> </ul>	<ul style="list-style-type: none"> <li>• Independently students can monitor their own progress and reflect on their strengths and weaknesses.</li> <li>• Tutors are able to assess students' level of</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not understand the standards and scores so guidance needs to be taken to ensure students do not feel despondent/</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Front loaded assessment</b> – care needs to be taken in the design of the test, and in explaining its purpose to students. Ideally</li> </ul>

	<p>given to students in years 1, 2 and 3. The pass rate is lower for students in the earlier years and this enables students to monitor their own assessment journey in relation to the expected standard. This enables students to identify their strengths and weaknesses and the areas they need to improve.</p>	<p>have identified their strengths and weaknesses.</p>	<p>understanding and address any issues with 'performance'.</p>	<p>demotivated by their scores.</p>	<p>elements may be multiple choice or in short answer format so as to facilitate rapid marking and feedback.</p>
24	<p><b>Oral Assessments</b> This formative activity draws on the use of individual 15 minute vivas, where the students are asked 'unseen' questions on the topic or wider subject.</p>	<ul style="list-style-type: none"> <li>• To promote student engagement, students can be asked to create their own questions as a class and the tutors can select from these.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral assessments can be completed efficiently during a class or tutorial.</li> <li>• This type of assessment means students are given then opportunity to verbally communicate their understanding rather than writing it down like the tradition essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may find it difficult to articulate their understanding in this different format so care needs to be taken to ensure they are appropriately guided.</li> </ul>	<p><b>Front loaded assessment</b> – time and care needed to establish the choice of questions to be asked, but feedback can be quick and immediate</p>
25	<p><b>Writing in groups</b> This activity enables students to work together on tasks rather than in isolation (as they often do when writing</p>	<ul style="list-style-type: none"> <li>• Give students an example of a handbook that represents an authentic document within the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Similarly to the previous activity, students feel enthused at the prospect of a</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not wish to work in small groups and share ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Front loaded assessment</b> – care and time needed to develop the</li> </ul>

<p>academic essays). Students are required to write short pieces about particular concepts and ideas and discuss these in small groups. For example, it could be a handbook on a particular subject. The summative assessment could be to individually write an introduction to the handbook and draw on the short pieces. The second piece could require students to critically reflect on their choices and the process.</p>		<p>realistic activity as opposed to the traditional academic essay.</p>		<p>exercise and give it a 'real world' feel and focus. Time then needed to provide feedback to groups and/or the individuals involved.</p>
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### 7.3 Towards assessment becoming a better driver for learning

In his website on [assessment and feedback in higher education](#), Professor Phil Race identifies tactics which can play their part in ensuring that assessment becomes an effective driver of student learning. These are:

- 1 **Diversify assessment more, and move away from over-use of just two or three assessment formats.** In particular, we need to ensure that our assessment systems do not end up just measuring how skilled (or unskilled) our learners are in a limited range of assessment contexts, such as *just* a mixture of time-constrained unseen written exams, tutor-marked essays and reports.
- 2 **Make assessment fit-for-purpose, so that you measure what you really should be measuring – not just ghosts of learners’ learning.** Revisit the validity of each and every form of assessment employed, and choose those which are good at measuring what students have really learned.
- 3 **Make assessment a high-learning-payoff experience for learners by making the most of feedback to students.** Think ahead to how you will give feedback to students after each element of assessment, and to how useful that feedback can be, even when the main purposes of assessment are summative rather than formative.
- 4 **Reduce the burden of assessment for learners, and for yourself.** Assessment all too often militates against deep learning, and takes much of the enjoyment out of learning. Reducing the amount quite dramatically – by a factor of three or four perhaps – can be part of the pathway towards increasing the quality of assessment and the usefulness of associated feedback to learners.
- 5 **Assess evidence of what learners have learned, not just what you have tried to teach them.** It may be instinctive to try to find out what students have learned as a direct result of what you have tried to teach, but there should be more to assessment than just this. You need to be able to credit learners for their achievements in learning they have done for themselves, and with each other.
- 6 **Assess students’ evidence of their learning more reliably.** Most assessors are aware that assessment is rarely an exact science, yet with so much depending on the marks and grades we award learners, you need to be constantly striving to make each assessment element as reliable as you can, so you can make learners feel more assured that they are being assessed fairly – and also so that employers and others can have more trust in the results of our assessments.
- 7 **Focus learning outcomes on ‘need-to-know’ rather than ‘nice-to-know’ material – and stop measuring things which are ‘nuts-to-know’!** Too often, it is possible to look at what is *really* being measured by an exam question or assignment, and find ourselves asking ‘why on earth are we causing learners to learn *this* bit?’ Sometimes, our reply to ourselves – if we’re honest – is as banal as ‘well, at least this lends itself to being measured!’. Not a good enough reason. What is measured by assessment should be easily recognised as being important, not just interesting.
- 8 **Measure ‘know-how’ and ‘know-why’ much more, and ‘know-what’ much less.** In other words, move learning away from information-recall and regurgitation, and strive to use assessment to encourage learners to make sense

of what they have learned, and towards being able to explain it and apply it rather than merely describe it.

**9 Involve learners in assessing their own and each others' work to deepen their learning, and help them to get their heads round how *we* conduct assessment.**

The more learners know about how assessment really works, the better they can do themselves justice in preparing for it and demonstrating their learning back to you. There is no better way than helping them to develop self-assessment and peer-assessment skills, to deepen their learning and acclimatise them to the assessment culture they are part of.

**10 Get your wording right – in your outcomes, briefings, tasks and criteria – write them all in English, not in 'academese'.** Too often, whether in exams or other assessment contexts, learners who are skilled at working out exactly what our assessment tasks actually *mean* achieve better results than equally-deserving learners who are not so skilled. Teaching is about effective communication, not playing word games.

The ten point strategy (above) has been adapted from Professor Race's [Compendium of my writings on assessment](#)

## 7.4 Helping students to set their sights high

In his website on [assessment and feedback in higher education](#), Professor Phil Race identifies 10 ways in which, as academics, we can help our students to set their sights high and maximise their subsequent performance. When students are familiar with how assessment actually works, and the nature of the associated assessment criteria, they are better-able to perform in ways which they know will meet the criteria. The following suggestions can help students gain familiarity - and confidence - about the rules of the 'game' of assessment.

- 1 **Show students marking schemes.** These can be from examinations or coursework assignments. Then explain exactly how the criteria are applied to typical specimen answers. Help students to see where marks are gained, and particularly address examples of where marks could be lost.
- 2 **Issue students with marking criteria to apply to their own work.** Give them the opportunity to learn about their strengths and weaknesses by assessing samples of their own work. Act as an expert witness when they are unsure about the interpretation of the marking criteria in the particular context of their own answers.
- 3 **Issue students with assessment criteria to apply to each others' work.** Encourage them not simply to swap their work with friends, but to continue to exchange work until no-one knows who is assessing anyone's piece of work. Act as an expert witness during the peer-assessment, helping with the interpretation of the criteria in the light of particular students' answers.
- 4 **Encourage the students to form study groups and promote peer assessment.** Research within the sector and experience of staff at UEA shows that students who form study groups do much better than those that don't. Staff who have encouraging this activity find that once students are empowered to do this they can quickly see the benefits and the practice spreads.
- 5 **Get students to brainstorm a set of assessment criteria themselves.** It can be useful to do this for a particular piece of work they have just done, or – better still – are about to do. Alternatively, take in examples of work done by previous students and get students to devise criteria based on good and bad examples of past work. Help them re-phrase each of the criteria into words which they can apply with a minimum of uncertainty. Ask them to give relative weights to each of the criteria (for example by asking them to apportion 30 marks among 8 criteria) and then in due course arrange them to apply their criteria to their own or each others' work.
- 6 **Get students to play examiner.** Show students a past exam question or coursework question, and facilitate their production of a set of assessment criteria for the question. Issue to the students (in groups) a selection of good, poor, and intermediate specimen answers to the question, and allow the students to assess each example. Discuss in plenary the findings, explaining where necessary how particular criteria should have been applied to the respective specimens, and exploring the score or grade each specimen should have been awarded.
- 7 **Give students feedback about their application of assessment criteria.** For example, where students have self-assessed or peer-assessed their own work, act as a moderator. Collect in the student-marked work, and check that the assessment has been done objectively. Write feedback comments as necessary

about the quality of assessment, and return these to the students who did the assessing.

- 8 **Ask students (in groups) to design an examination or coursework assignment for an area they have studied.** Ask them to assign marks to each question and question part. Then ask them to write out a marking schedule for their examination or assignment, and where necessary to re-adjust the questions so that the answers could be more-objectively assessed. In plenary, act as expert witness showing how typical examiners may address the assessment of a selection of the questions the students generated.
- 9 **Help students to find out what they learn through assessing.** Where students have participated in self-assessment or peer-assessment, ask them each to write down things they learned from the experience of applying assessment criteria. Draw from the students a list of their experiences. This normally shows that the act of assessing is in itself a highly productive way of learning about a subject.
- 10 **Encourage students in groups or pairs to design tasks for each other, and assessment criteria for each task.** Ask the students to do the tasks, and peer-assess each others' work using the criteria they designed. Ask the students then to explain to each other exactly how the work was assessed. Act as trouble-shooter in cases where particular students feel that criteria were unfair, or assessment was not objective.
- 11 **Help students to see the differences between 'first impression' marking and 'objective' marking.** Give students an example of an examination answer or coursework assignment answer, and ask them to (quickly) give it a 'first impression mark' out of (say) 20 marks, recording their scores. Then guide them through an objective assessment of the sample, and discuss particular differences between the subjective scores and the objective ones. Help them to see the things that led to poor 'first impression' marks, so that they can avoid losing such marks themselves in future.

The ten point strategy (above) has been adapted from Professor Race's [Compendium of my writings on assessment](#)

## 7.5 Glossary of Terms

Accreditation	In the context used in this Guidance, accreditation refers to the recognition by a professional or statutory body of a University award for the purpose of qualifying or partially qualifying a candidate for membership of the professional/statutory body concerned.
Accredited Prior (Experiential) Learning (AP(E)L)	Learning (either formally certificated learning or learning acquired through experience) undertaken prior to entry on a particular programme of study for which academic credit on that programme of study is granted.
Assessment	A generic term for a set of processes that measure the outcomes of students' learning in terms of knowledge acquired, understanding developed and skills gained.
Diagnostic assessment	Assessment which provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems.
Feedback	Feedback is the mechanism by which comments and constructive criticisms relating to a piece of assessment are relayed to a learner.
Feed-forwards	Feed-forwards is the mechanism by which feedback on one assessment is linked directly to a subsequent assessment. Feed-forwards enables a student to address any weaknesses in their knowledge, skills, understanding or practice prior to attempting the next piece of assessed work.
Formative assessment	Assessment designed to provide learners with feedback on progress and inform development. Marks awarded on formative assessments do <u>not</u> contribute towards the mark for a module or course.
Summative assessment	Assessment which provides a measure of achievement or failure in respect of a learner's performance in relation to the intended learning outcomes of the programme of study. Marks awarded on summative assessments <u>do</u> contribute towards the overall mark for a module or course.
Assessment component	An element of assessment within a module.
Assessment criteria	Descriptions of how an assessor will determine whether a student has demonstrated the achievement of the required learning outcomes.
Assessment methods	The various means by which students' learning can be assessed e.g. examinations, coursework, oral presentations etc.
Assessment strategy	The plan adopted for assessing learning and enabling students to demonstrate the achievement of learning outcomes; this might be at module, programme or departmental level. An assessment strategy should set out the aims and objectives of assessment, the means or methods of assessment and the timing.

Assessment task	An individual exercise performed by a student for the purpose of measuring the outcomes of their learning.
Award Regulations	Regulations that govern the assessment, progression and awards of degrees. There are separate regulations for (1) <a href="#">Bachelors and Integrated Masters Awards</a> and (2) Postgraduate taught courses degree awards: <a href="#">Common Masters Framework</a>
Blind double-marking	Student work is independently assessed by two separate markers. Each marker normally keeps a record of all marks awarded, together with his/her rationale for awarding each mark. Blind double/second marking means that the second marker is unaware of the first markers mark. Markers' notes enable discussions to take place, after initial marking, about the reasons for individuals' decisions if there is a significant difference between the markers' judgements.
Compulsory module	A module designated as one that students must take in their chosen course. All modules must be passed.
Course	A grouping of modules leading to an award.
Course test	An assessment task (usually written but sometimes practical or oral) scheduled to take place at a particular time/date.
Course Director	A staff member with overall responsibility for the effective delivery and quality of a course. The Course Director is responsible for managing the course and its assessment strategy. Joint courses between Schools will have a Course Director from the School in which the student is registered and Deputy Course Directors from each of the Schools which jointly manage the course.
Course Profile	Forms part of the Programme Specification, detailing the compulsory modules which have to be taken, and the electives available to choose from, for each course.
Credit	A quantitative measure of learning effort. Credit is normally awarded for the achievement of a set of specified learning outcomes and is related to the amount of learning needed to achieve the learning outcomes.
Degree classification	A means of distinguishing between the levels of achievement of the outcomes of a degree programme. The classifications are First (which may be denoted by a star for exceptional performance), 2(i), 2(ii) and Third.
Delayed assessment or reassessment (Delayed sit)	A deferred assessment opportunity, normally in an examination or course test, granted by the University where a student has presented evidence that factors outside the student's own control compromised the original assessment

Elective module	A module designated as one a student may elect to study from a list of defined modules.
Examination	An assessment task (usually written but sometimes practical or oral) formally scheduled and supervised by the University Quality and Assessments Office which takes place over a specified period, in a specified location and at a specified time.
Extenuating circumstances	Factors outside a student's control which have affected a student's performance in an assessment.
Feedback	Comments (written or oral) given by assessors to students on their performance in an assessment task.
Finalist	A student undertaking the final Stage of his/her registered course.
Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)	A set of reference points drawn up by the Quality Assurance Agency for Higher Education to determine whether the intended learning outcomes for a programme of study and actual student achievement are appropriate to the level of the qualification being awarded. The Framework for England, Wales and Northern Ireland distinguishes five levels in higher education and sets out descriptors exemplifying the outcomes of the main qualification at each level. FHEQ levels 4, 5 and 6 relate to UG degree years 1, 2 and 3. FHEQ Level 7 is masters level.
Learning outcomes	The knowledge, understanding skills, capabilities and attributes which a student can be expected to have gained on successful completion of a programme or element of a programme of study.
Level	An indicator of the relative demand, complexity and depth of the learning required of a learner in relation to particular modules or elements of study. Modules shall be classified at one of the following levels: <ul style="list-style-type: none"> <li>• Access level (FHEQ level 3)</li> <li>• Introductory degree level, not normally counting towards the final degree classification, except for a student following a degree course in subjects which are not cognate (FHEQ level 4)</li> <li>• Honours Degree level, counting towards the final degree classification (FHEQ levels 5 and 6). Level 5 modules precede level 6 modules as these normally form pre-requisites or provide a broader context to the subject matter, compared with level 6 modules.</li> <li>• Masters level (FHEQ level 7) counting towards Integrated Masters and Masters' courses.</li> </ul>

Marks	Marks are expressed as a percentage except for some specified modules or components of modules where marks may be expressed as Fail/Pass or Fail/Pass/Distinction.
Marking criteria	See Assessment criteria
Marking scheme	A detailed framework for the allocation of marks in relation to what is expected to be demonstrated in an individual assessment task.
Marking scale	The correlation of marks with degree classifications and with qualitative marking descriptors.
Model answer	An example or template of what is expected to be demonstrated in an individual assessment task.
Moderation	The examination of a selection of pieces of work from an assessment task by an individual to verify or otherwise the level and consistency of the marks allocated by the marker(s), particularly at the borderlines.
Moderator	A person responsible for examining a selection of pieces of work from an assessment task to verify or otherwise the level and consistency of marks allocated by the marker(s).
Module	A discrete component of a programme of study having stated learning outcomes, teaching and learning opportunities to achieve those outcomes and assessment tasks to enable students to demonstrate achievement of the outcomes. Modules are normally allocated credit values and have a defined level. A discrete block of study for which a student enrolls.
Module Outline	Document specifying the content and assessment for the module.
'Pass all components' module	A module in which all elements or components must be passed by the student in order to pass the module.
'Pass on aggregate' module	A module in which the final aggregate percentage mark is used to determine whether a student has passed the module.
'Pass/Fail' module	A module in which the assessment is conducted on a Pass/Fail basis. No percentage marks are awarded or recorded.
Programme Director	An academic member of staff who is responsible for managing a suite of courses or for oversight of a stage of study within a School.
Programme of study	Structured teaching and learning provision leading to an award.
Programme specification	A concise description (required by the Quality Assurance Agency) of the intended learning outcomes of a programme of study and the means by which those outcomes are achieved and demonstrated. They specify the content and requirements of each course including any course-specific requirements for assessment and progression.
Reassessment	A further assessment opportunity where a student has failed a module.
Sampling	This is most commonly used in the process of moderation (see above). It normally involves internal examiners scrutinising a sample of work from a student cohort. Sampling may be based

	on the desirability of checking borderline marks of any kind, or to test that marking criteria have been applied consistently across the assessment of students in the cohort. It is common practice for external examiners to be sent a sample of student work which reflects the full marks range.
Scaling	The systematic adjustment of a set of marks for an assessment task in order to ensure that they properly reflect the achievements of the students concerned as defined by the marking descriptors. Scaling at UEA only operates 'upwards' (cohort marks may only be adjusted upwards) and can only be employed when authorised by concession from the Academic Director of Taught Programmes
Stage	The equivalent of one year's full time study on a course, normally 120 credits (the MBBS is an exception).
Subject benchmark statements	Subject benchmark statements define what can be expected of a graduate in the discipline, in terms of what they might know, do and understand at the end of their studies.

## 7.6 Assessment-related literature

The following reading list is reproduced from Graham Gibbs' bespoke publication for UEA, produced in 2010. See: Gibbs, G., (2010) *Using assessment to support student learning at UEA*. The University of East Anglia has purchased from Leeds Metropolitan University the licence to adapt the document, incorporating the UEA logo as required, and to place the [adapted version](#) in electronic form on the UEA's intranet.

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## 7.7 Key External Reference Points and Academic Infrastructure

### **UK Quality Code**

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

### **UK Quality Code for Higher Education Part B - Chapter B6: Assessment of students and the recognition of prior learning**

<http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b6-assessment-of-students-and-the-recognition-of-prior-learning1#.VUHBi8pwZdg>

### **QAA benchmark documents**

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>

### **Framework for Higher Education Qualifications (2008)**

<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

### **The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies**

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VUHAvspwZdg>

### **Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (2008)**

<http://www.qaa.ac.uk/en/publications/documents/academic-credit-framework.pdf>