

RAP Updates



D O'Connor Scarlet Symphony

January 20 12 -1.30

Developing Assessment Feedback Practice at Southampton: A Research Informed Approach (CE, Dec. 2015)

Research-Informed Assessment – Pedagogic strand within Centre for Higher Education at Southampton (CHES)

- Aims:**
- Enhance Assessment Feedback Practice across Southampton to support University Strategy
 - Revise Assessment Guidance in Quality Handbook and associated documents
 - Enhance Assessment Literacy through an Integrated, Comprehensive, and Sustainable Approach
 - Enhance NSS scores through attending to Assessment Literacy

Established Researching Assessment Practices Group (RAP)

Bespoke Support

Think Tank

Events

Resources

UoS

NSS Taskforce
Analysis of NSS across disciplines with PVC Education- assessment workshops: Nursing (x5); Health Sciences Pedagogy & TEL sessions x3; Law; Economics Finance Business Accountancy; Maths.

Working with Disciplines
Education: UG Prog Development: set up Programme Level assessment team; workshops; rubrics; handbooks
Bioscience
Workshops and assessment guidance – internal review priorities.

Assessment Efficiency Informing UoS KPIs
Working with Institutional Research Centre; Strategy, Planning and Analytics advising on assessment efficiency and related KPIs.

Curriculum Review team & QA team collaboration
Contributing to Guidelines for 1st and Masters Degrees revision on assessment; QA Literacy work planned.

Rewrite Assessment Guidance in Quality Handbook with D.PVC Education. Presentation to ESEEG. Liaison with Associate Deans, & Enabling Services. Cross-referenced to QAA; NUS; Evans (2013); HEA.

Student Engagement
Work with Feedback Champions, SUSU-initiatives 'You said – we did campaign...' to promote assessment partnerships; 2016/17 conferences planned.

Enhance RAP awareness – Programme of events across 4 campuses
Co-ordinate with ILiAD & RAP team. Mobilise groups to promote assessment literacy; address needs- feed into policy.

Resource Development
Develop UoS RAP Website: Tools (EAT, 2016) Shared Resources Promote Inclusive Practice – adaptive rather than adapted designs using PLSP (Evans & Waring, 2014).

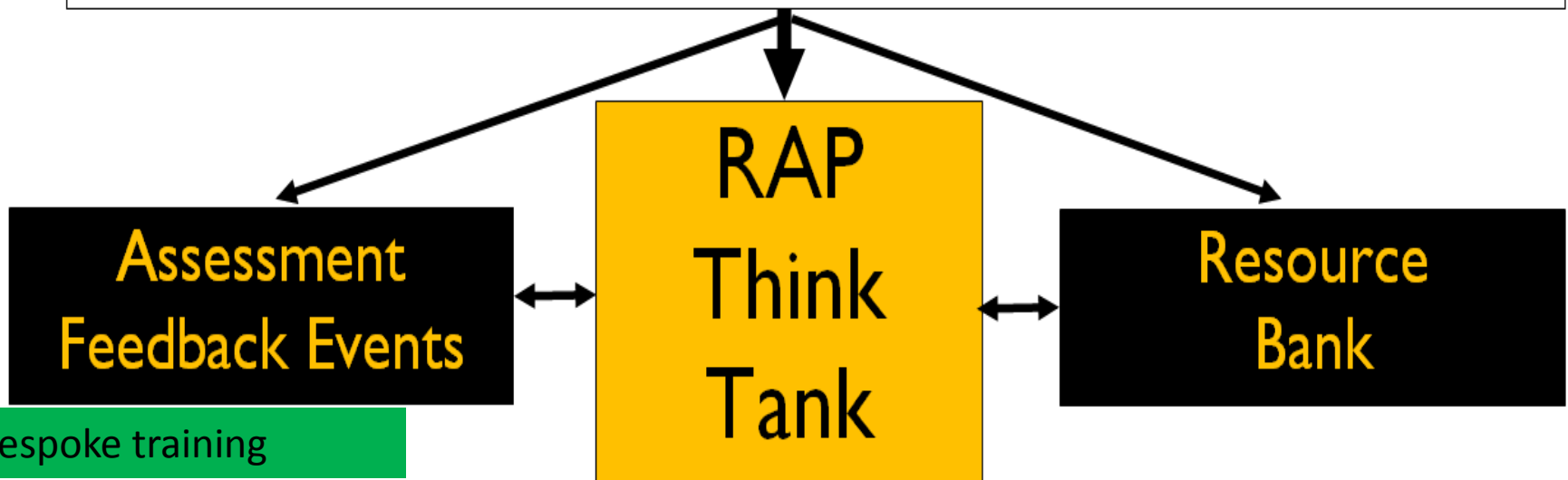
Researching Assessment Practices Group

<http://livesite.soton.ac.uk:1776/iliad/comm-of-practice/sigrap.page>

<http://www.southampton.ac.uk/education/research/centres/centre-for-higher-education-at-southampton-ches.page?>

The **RAP** community of practice is a cross-disciplinary initiative aimed at enhancing understanding of assessment and feedback practice using a research-informed approach. It has evolved from the Centre for Research into Higher Education at Southampton (CHES).

The aims of **RAP** are wide reaching: (to develop a resource base of good practice; run a series of seminars on relevant issues within assessment; inform the development of assessment practice; inform policy, and develop research). A key consideration of the group will be to ensure alignment with overarching University strategy to support the development and implementation of principles of good practice across the university.



January RAP Events

Introductory talks

- Highfield (n = 25)
- NOCs (n = 31)
- Winchester (n = 3)
- Avenue ()

- Also visited Chemistry (n = 30 plus)

Aims

- Promoting shared understandings of effective assessment feedback
- Identifying areas where assessment work is going on throughout the university to ensure a joined up approach
- Accessing Expertise – e.g. link to PREP
- Building Networks
- Developing and implementing policy
- Producing and sharing resources

Bespoke Events

Biosciences Lunch Event

Health Sciences 3 sessions planned Jan – Feb and 2 more on programme level assessment

Looking at Underpinning Pedagogy (Collier – HS) x 2 sessions

Key Considerations

- Shared understanding of principles underpinning assessment design
- Coherence of the programme
- Collaborative
- Consistency
- Assessment feedback embedded throughout
- Students as partners
- Adaptive rather than adapted –enabling students and lecturers to use as best suits
- Technology assisting pedagogy rather than driving it
- Responsive to necessary change
- Sustainable

Focus on Fitness for Purpose

- Programme Level Assessment
 - aligning assessment across all modules
 - ensuring balance in type of assessment
 - reviewing timings
- Supporting Innovation
 - not assessing at module level
- Rationalise Learning Outcomes and Assessment
- Reduce the number of modules; reduce volume of assessment?

Focus on Fitness for Purpose

- Student entitlement approach
- Consistency in approaches to feedback giving
- Sharing resources and good practice – what are the mechanisms for doing this?
- Managed / Manageable Choice

Building momentum

- ❖ **All those attending events now on RAP membership list**
- ❖ **Invite attendees to consider level of membership:**
 - Discipline Representative**
 - Contribute resources / case studies**
 - Contribute 10 – 20 mins at assessment day?**

Feedback

Assessment Feedback needs

Following up with attendees

- ❖ **Composition of think tank – core – who is missing?**

- ❖ **Leads for the different campuses:**

Laura Grange

NOCs

Eleanor Quince

Avenue

Jim Anderson

Highfield

? Prog leads

Winchester

- ❖ **Invite attendees to consider level of membership:**

Discipline Representative

Contribute resources / case studies

RAP Core

33 representatives

Gaps :

0 Medicine

BFLA

3

FEE

1

FHS

4

FH

3

FNES

7

FPS & E

1

FSHMS

5

ILlaD (5) / QA / Isolutions / SUSU / Comms

Developing Networks

- 1. Contact Medicine**
- 2. Contact specific ADs**
- 3. Identify discipline leads**

Key areas of activity and roles

- 1. Network Development at discipline level**
- 2. Foci for Events**
- 3. Develop assessment guidelines and links**
- 4. Website**
- 5. Conference event & publication**
- 6. Keeping colleagues connected – sharing vision**
- 7. Funding possibilities**

Key elements of effective feedback design

1. Ensuring an appropriate **range and choice** of assessment opportunities throughout a programme of study.
2. Ensuring guidance about assessment is **integrated** into all teaching sessions.
3. Ensuring **all core* resources** are available to students via VLEs and other sources from the **start of a programme** to enable students to take responsibility for organising their own learning.
4. Clarifying **with** students how **all elements of assessment fit together** and why they are relevant and valuable.
5. Providing **explicit guidance** to students on the requirements of assessment.
6. Clarifying with students the different **forms and sources of feedback** available including e-learning opportunities.
7. Ensuring **early opportunities** for students to undertake assessment and obtain feedback.
8. Clarifying the **role of the student** in the feedback process as an active participant and not as purely receiver of feedback with sufficient knowledge to engage in feedback.
9. Providing opportunities for students to work with **assessment criteria** and to work with examples of good work.
10. Giving **clear and focused** feedback on how students can improve their work including **signposting** the most important areas to address.
11. Ensuring support is in place to help students develop **self assessment skills including** training in peer feedback | possibilities including peer support groups.
12. Ensuring **training opportunities for staff** to enhance shared understanding of assessment requirements. (Evans, C., 2013)

* Core = handbook; assessment guidelines; formative & summative tasks and deadlines; resources for each session

Assessment Practice Foci

Assessment Tool (EAT)

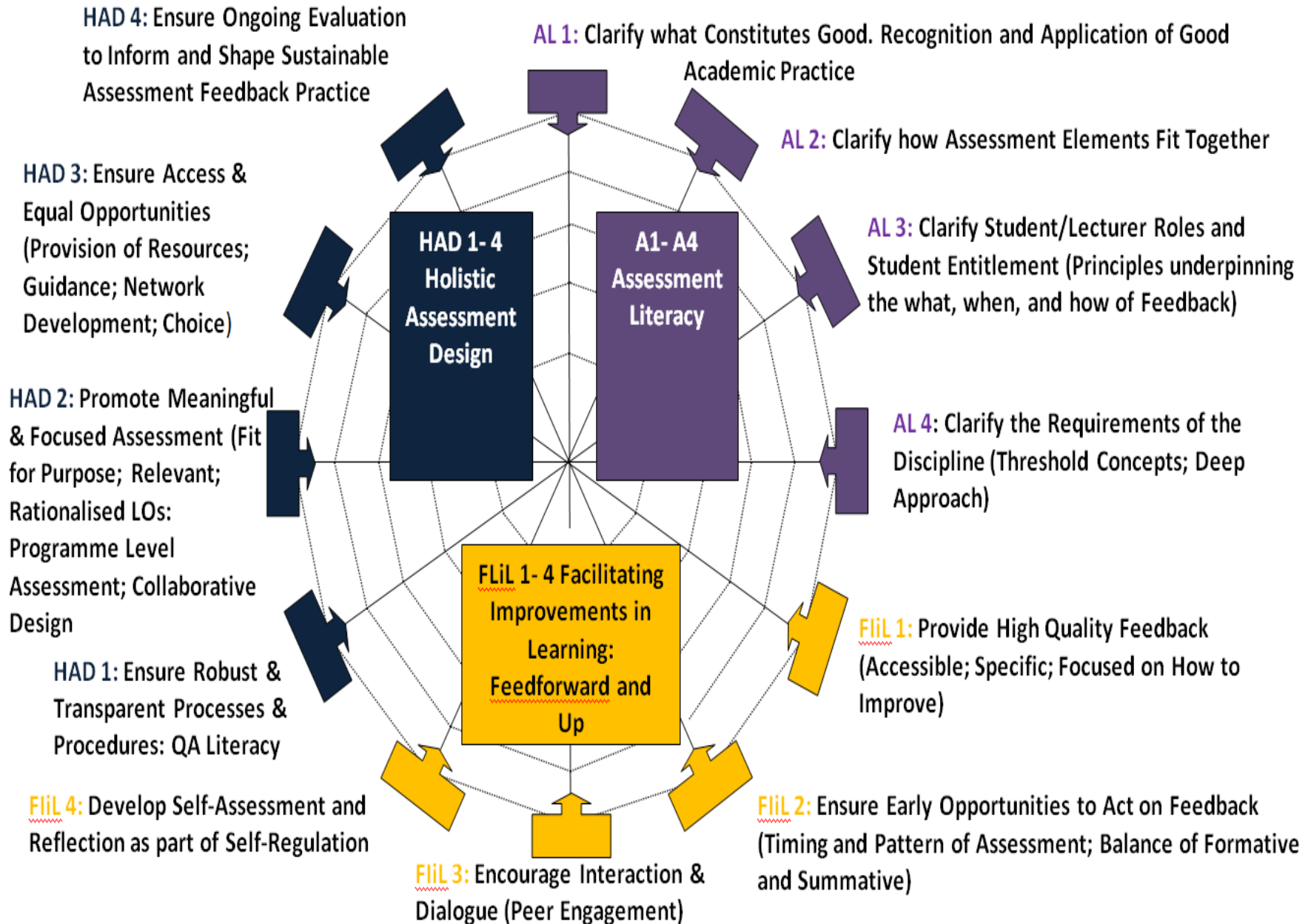
12 dimensions related to 3 key areas:

Assessment Literacy (AL)

Facilitating Improvements in Learning:
Feeding Forward and Up (FliL)

Holistic Assessment Design (HAD)

Evans' Assessment Tool (EAT, 2016)



Evans' Assessment Tool (EAT, 2016)

HAD 4: Ensure Ongoing Evaluation to Inform and Shape Sustainable Assessment Feedback Practice

HAD 3: Ensure Access & Equal Opportunities (Provision of Resources; Guidance, Network Development; Choice)

HAD 2: Promote Meaningful & Focused Assessment (Fit for Purpose; Relevant; Rationalised LOs: Programme Level Assessment; Collaborative Design)

HAD 1: Ensure Robust & Transparent Processes & Procedures: QA Literacy

FiiL 4: Develop Self-Assessment and Reflection as part of Self-Regulation

FiiL 3: Encourage Interaction & Dialogue (Peer Engagement)

AL 1: Clarify what Constitutes Good. Recognition and Application of Good Academic Practice

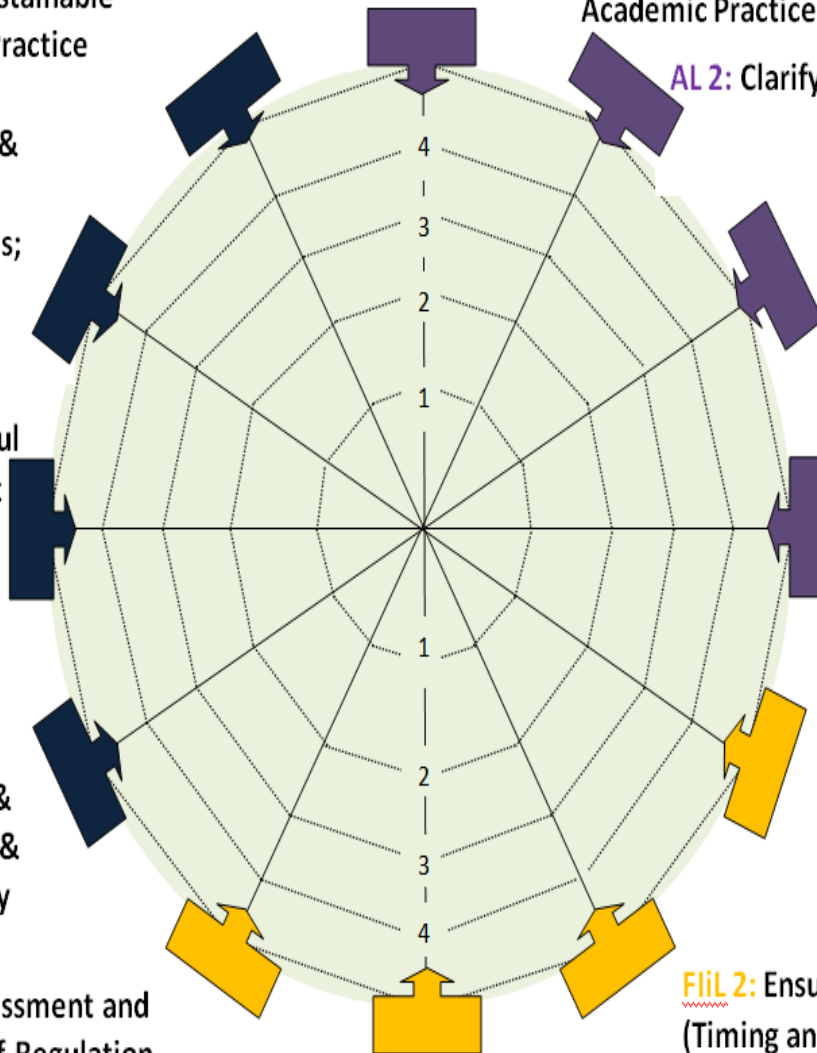
AL 2: Clarify how Assessment Elements Fit Together

AL 3: Clarify Student/Lecturer Roles and Student Entitlement (Principles underpinning the what, when, and how of Feedback)

AL 4: Clarify the Requirements of the Discipline (Threshold Concepts; Deep Approach)

FiiL 1: Provide High Quality Feedback (Accessible; Specific; Focused on How to Improve)

FiiL 2: Ensure Early Opportunities to act on Feedback (Timing and Pattern of Assessment; Balance of Formative and Summative)





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