

RAP Assessment Strategy Alignment with University of Southampton Ten Year Plan, Education Strategy & Related Docs

UoS 10 year strategy: 12 levers	Education Strategy	Revised NSS in relation to assessment and feedback / NSS improvement position statement	TEF	RAP alignment
Q L2 Improve Career Prospects	5 Employability James Minney Employer engagement Student enterprise and entrepreneurship Careers in the curriculum Student reflection and learning gain Year in Employment		Student Outcomes and Learning Gain (employment DLHE)	Working with colleagues in Australia on linking EAT framework with employability. Looking at accreditation for student engagement in assessment and feedback 2017- AS BELOW
2. Proactively develop skills and human capital, especially through the curriculum			Impact of initiatives aimed at closing gaps in development, attainment and progression for students from different backgrounds.	Student engagement opportunities: AD2: Student –staff partnership self- assessment; curriculum design; research; feedback seeking and using skills; writing; research; web management; communications strategy. Feb17 – look at alignment of EAT with employability models.
3. Drive student reflection, so that students think about what they have achieved and make plans to fill gaps				The EAT Framework in its entirety AF1,2,3,4: Self-regulation underpins the EAT framework

4. Create networks that students can capitalise on				Higher Education Pedagogies Journal – Routledge and publishing networks Internal academic / prof service networks; discipline networks HEI networks UK and internationally International Federation of National Teaching Fellow Ambassador scheme
QL3 Increase Student Satisfaction with Teaching	6. Teaching Quality Anne Baileff		Teaching Quality (Revised NSS)	
1. Expectation management				AL3: Student entitlement agenda as priority 2016-2017 onwards Build on High Impact Pedagogy Research AL 1- 4: Explicit guidance: priority
2. Student engagement and the student voice			Effectiveness of involving student in teaching evaluation and acting on feedback: Extent and impact of student involvement in or exposure to the latest developments in research, scholarship or professional practice	Student partnership AD: 1- 3 Inclusive – Universal Design approach AF3: Peer engagement RAP dissemination strategy with Students' Union (Us.) planned 15 March 2017
3. Staff engagement			Recognition and reward	Develop RAP community quality mark For discipline RAP staff and students Build CoP Develop accreditation framework Apply for THE awards 2018-2019 Consider CATE award 2017-2018

4. Resources and communication				Website/ resources in development Revisions to Quality Handbook on all assessment guidance; Partnership with students in updating guidance e.g. effective assessment feedback principles
QL3 Increase Student Satisfaction with Assessment and Feedback	5. Assessment and Feedback Anna Barney 6 Teaching Quality 4 Academic Support (Mark French?) 3. Course organization and management (Jim Anderson)		Teaching Quality	
			Effectiveness of innovative approaches / educational research Impact and effectiveness of feedback initiatives aimed at supporting students' development, progression and achievement	RAP initiative and research and teaching projects; development of measures of impact and within disciplines (BIS)
1. Actual vs perceived assessment and feedback				AL 3: Student entitlement agenda; Clarity about student role
2. Management of expectations; explaining assessment and feedback		8. The criteria used in marking have been clear in advance 9. Marking and assessment have been fair 10. Feedback on my work has been timely		AL 1,2, 4: Assessment Literacy / Feedback EAT; Key priorities 2016/2017

Commented [C1]: Recruitment and Entry Tariff
Widening participation
Outreach
Entry quality
Confirmation and clearing
Product offer portfolio management
Scholarships and pricing

2. Academic support
Senior tutor steering group
Student success project board
Student retention project board
Academic support for international students
Academic support for joint honours students

3. Course organization and management
Timetabling
Improve information provision to students
Organization of joint honours
Curriculum innovation (possibly)

		11. I have received helpful comments on my work		
3. Reduce volume of assessment				AD2: Assessment Design EAT
4. Remove duplication				AD2: Assessment Design EAT
5. More formative and less summative		7. My course has provided me with opportunities to apply what I have learnt		AF1/ AD 2: Assessment Feedback EAT
6. Assessment design at programme level		4. My course has challenged me to achieve my best work		AD2: Assessment Design EAT Work with Sara Dixon on QA Literacy and updating Quality Handbook Sections Updated all docs on assessment feedback in Quality Handbook – sent to students for consultation (Feb 2017)
QL 6 Enhance Reputation			Learning environment (NSS)	
Research Profile – also look at from impact of Teaching Profile		21. I feel part of a community of staff and students 23. I have had the right opportunities to provide feedback on my course 24. Staff value students' views and opinions about the course 25. It is clear how students' feedback on the course has been acted on	Impact of initiatives aimed at supporting the transition into and through a higher education course	RAP Research agenda (Funding bids) High Impact Pedagogies work nationally EAT framework being used by colleagues in 80 HEIs 11 overseas HEIs using framework Lead on HEA assessment strategy work Partnership Kingston and Surrey
			Evidence of impact of initiatives aimed at understanding, assessing & improving retention & completion	Research projects being developed Leverhulme with Deakin, Australia on students' evaluative judgements (submitted Feb 17)

UoS: 4 pillars				
Quality				✓ Underpins – all we do – research-informed approach
International				✓
Sustainability				✓
Collegiality				✓ Building the RAP REP community priority 2016-17
	1. Recruitment and Entry Tariff (Chris Jackson) Widening participation Outreach Entry quality Confirmation and clearing Product offer portfolio management Scholarships and pricing			
	2. Academic support Emily Reid Senior tutor steering group Student success project board Student retention project board Academic support for international students Academic support for joint honours students			Links to entitlement agenda Reducing differential learning outcomes Inclusion

	3. Course organization and management Jim Anderson Timetabling Improve information provision to students Organization of joint honours Curriculum innovation (possibly)			Assessment literacy Programme Level assessment
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