

## Questions for A3

- there are so many different aspects to choose from! (aspects relating to feedback could also be written about in A4)

Is your assessment fair, valid and reliable? If so, why/how? If not, how not/why not?

How have you followed department/university procedures to ensure your assessment is valid/ your marking meets sector norms/your feedback is timely and useful? (e.g. exam question review, making standardisation or moderation, external examiner feedback, QA16)

Is your assessment authentic to what you wish students to achieve as part of the programme? (e.g. research projects/papers are one example of an authentic assessment).

Could you make your assessment more authentic?

Is your assessment structured as to give students the opportunity to receive meaningful feedback that they can apply to future assessments?

Does your assessment/feedback structure motivate students to learn what you want them to learn (rather than just what is easy to assess!)?

How do you induct students into your types of assessment? (e.g. exemplars, marking criteria)

How do you enable students to get feedback, and assess their own performance, on high-stakes tasks before the hand-in?

How do you ensure your feedback is timely and something the student can use to learn or improve their performance? (e.g. automated quizzes, audio/oral feedback, using comment banks and/or marking grids etc.)

What feedback process works best for different aspects of your teaching and why? (e.g. oral feedback during labs, annotations on calculations)

## Note on the challenge of A3

For each area of activity, you need to show evidence of reflective practice, but also that you have achieved some effective practice. A3 is tricky as you need to talk about assessment AND feedback. But you could show how your assessment is *effective* through working within university regulations and how you've improved student learning through *reflective practice* on feedback. We know that formal assessment practices cannot be changed quickly so we do not expect you to have done this. In addition to the suggestion below, another way to conceptualise this section is to write it as 'my story of what I have learnt about assessment and feedback', rather than it needing to focus on a particular unit or assessment e.g. what I have learnt about how to mark fairly, how I have made my formal feedback more concise and efficient to free up time producing more useful learning resources such as exemplars.

## Example questions to show how you can structure your case study to evidence effective practice in, and reflection on, A3

- How have you carried out your assessments within the department/university procedures? (K6)
- What have you learnt about the effectiveness of these procedures? Are there things you can do that make the processes work better? (K2)
- How have you managed to ensure that your assessment and marking are fair? (K2)
  - Peer review of assessment questions
  - Standardisation of marking teams
  - Moderation of marks and unit board discussions
  - External examiner feedback
- Which of these do you think is the most effective and why?
  
- What types of feedback do you offer your students? Which have you picked to reflect on and why?
- What do you hope the students can learn from this feedback? (K3)
- What is it in the design of the feedback approach that should enable this? (K2)
- How effective do you think you have been in providing this feedback? (K5)
  - Own reflections
  - Student achievement in later work
  - Feedback from students on how they use the feedback
- If the student hasn't been able to use the feedback, why not?
  - Not in time for next assignment?
  - They don't know what you mean by 'this assignment needs more reflection'
  - The next assignment isn't similar enough to apply the feedback
  - They are so overwhelmed with coursework they have no time to practice the aspects recommended in the feedback
- If the students have used your feedback, what was it that made this approach work?
  - And can this approach be applied to other assessments?
  - Or in curriculum transformation can you change the assessment structure to give more of these feedback opportunities?
  - Is this approach supported by the literature? (V3)
- What have you changed in your practice? Or what do you plan to try? (A5)
  - Different ways to give feedback? (online? K4)
  - Structure assessments to enable feedback to be more timely.
  - Ensure the students are supported with exemplars and advice at the time they need it?