Parallel session 1, 1Ai Oral presentation (20 mins)
Inclusive assessment: What could we learn from the assessment experiences of students with disabilities?
Dr Juuso Henrik Nieminen, University of Eastern Finland
Research has repeatedly named assessment as one of the key factors causing issues for students with disabilities in higher education. How could we design inclusive assessment that would better meet the needs of the diversity of students? In this presentation, the experiences that students with disabilities have of both assessment and adjustments are introduced, basing on a survey study (N=139). These experiences are framed through a critical socio-political analysis of ableism in assessment. Assessment is often designed for "the normal student", which results in the need for adjustments for the "other" students. Implications for more equal practice are highlighted.

Parallel session 1, 1Aii Oral presentation (20 mins)
Student perceptions of custom-essay writing websites
Dr Mark Sargeant and Dr Alex Meredith, Nottingham Trent University
Academic integrity, covering issues such as plagiarism, collusion and purchasing custom-written essays, is a rising concern within higher education. This presentation explores the findings from a recent study that examines the factors predicting student understanding of academic integrity, their likelihood to violate academic integrity principles and their perceptions of custom-essay writing websites in particular. The findings from this study will be discussed with the aim of supporting student development in academic integrity.

Parallel session 1, 1Aiii Oral presentation (20 mins)
Utilising Microsoft OneNote Class Notebooks to facilitate differentiated formative assessment and feedback with undergraduate Chemical Engineering students
Dr Samantha Gooneratne and Dr Sam Elkington, Teesside University
Increasing accessibility of higher education has led to a student body that is more diverse in terms of educational background, learning needs, and personal circumstances. This paper explores the use of asynchronous differentiated instruction via Microsoft OneNote Class Notebooks as a formative assessment and feedback mechanism for second and third year undergraduate chemical engineers at Teesside University. The authors propose that this mechanism offers a flexible, inclusive, highly personalised experience that is instrumental in foregrounding student needs and learning in assessment.
Parallel session 1, 1Bi Oral presentation (20 mins)
**Developing dialogue using interactive assessment coversheets**
Dr Sarah Rose, Claire Barlow, Jenny Taylor, Lyona Bonito and Chris Ingham, Staffordshire University

This presentation will report a student-staff co-created and facilitated three-phase action research project designed to increase student-tutor dialogue in written assessment feedback. This develops the idea of interactive coversheets (Bloxham & Campbell, 2010) and evaluates their use with a large cohort of more than 500 students. The materials used in the project will be shared, an evidenced-based evaluation of them given and recommendation for practice and future research made.

Parallel session 1, 1Bii Oral presentation (20 mins)
**Students as partners in peer-led assessments**
Dr Susha Rajadurai, Dr Ana Angelova and Dr Melanie Nasseripour, King's College London

Assessment and feedback in higher education has been studied extensively over recent years. Previously assessment has been focused on the correlation of assessment and grading between academics and students. We aim to present a thematic analysis of embedding student-led assessment and feedback and the lived experience of the students.

Parallel session 1, 1Biii Oral presentation (20 mins)
**Working with students in partnership to design an E-portfolio for use on the MPharm degree**
Dr Samuel Bizley, University of Reading

This presentation will describe a partnership of Pharmacy staff and students to newly design their portfolio assessment moving from a paper-based version to an electronic platform. Students were involved in all aspects of the design and testing phases initiating feedback loops which led to the optimisation of the platform. The E-portfolio has been implemented successfully into the degree programme being used by more than 300 students. The session will cover the project inception, how to promote students taking ownership of their assessments as well as the successful use of feedback from both the project team and wider student cohort to implement change.

Parallel session 1, 1Biv Oral presentation (20 mins)
**Rehabilitating hierarchies: Teacher responsibility for student responsibility for feedback**
Dr Alex Buckley, Heriot-Watt University

The current focus on feedback literacy has put a spotlight on joint teacher and student responsibility for the feedback process. Much recent work advocates for a partnership model, but in this presentation I will argue that an alternative hierarchical model is implicit in the feedback literature, that takes teacher responsibility to be second-order: to help students to fulfil their responsibilities in the feedback process. I will argue that recent attempts to rehabilitate a hierarchical conception of teaching, without outmoded implications of didacticism and authoritarianism, can help us to understand the meta-level nature of teacher responsibility for the positive impact of feedback.
Parallel session 1, 1Ci Oral presentation (20 mins)
Feedback before assessments: Inclusive sessions to support (Bio)medical students from diverse background to succeed
Dr Araida Hidalgo-Bastida and Shaheen Hajira, Manchester Metropolitan University and Dr Natruedee Potiwat, De Montfort University
Inclusive feedback should inform assessment briefing sessions by using anonymised feedback from previous cohorts to discuss what is expected from students, familiarise students with the content/style of the assessment, help them to plan their time to complete it, and scaffold any additional needs, such as, revision of scientific vocabulary, and academic writing; all key issues for students from vocational (BTec), 1st generation, mature or international background. Manchester Met and De Montfort universities uses PAL and constructive feedback ahead of assessments (especially relevant in block teaching), to improve students’ learning experience.

Parallel session 1, 1Cii Oral presentation (20 mins)
Autonomy and assessment culture: Students as partners or products of ‘teach to the test’ knowledge factory? #sellingyoursoulfora2:1
Natalie Forde-Leaves, Cardiff University
How can academics place students at the heart of assessment if they are thwarted with competing pressures regarding assessment? Yes, assessment has to a double duty (Boud, 2000), yes assessment discourse is abound with calls to move towards an ideology of ‘Assessment for learning’ (collectively encompassing notions of student-staff partnership/student-led initiatives and ultimately student-centered assessment). But ‘on the ground’ assessment practice is a battlefield negotiating ‘students as consumer’ perspectives and practical impediments hindering ‘innovative’ assessment practice. This session explores academics’ perceptions of, and influences on, assessment to enlighten this arena of struggle that is ‘assessment practice’.

Parallel session 1, 1Ciii Oral presentation (20 mins)
The Political Podcast: Prelude to the world of work
Dr Mark Shanahan, Robert Hoggem, Ruth Adeniyi and Harvey Tynan, University of Reading
What do you do when instead of running a weekly on-campus Politics Radio Show as an assessed element of a Media & Politics module you find the studio’s closed down due to covid, and your students are engaging from home - with ‘home’ stretching from Nigeria to Brunei? In our case, the answer was to create a new podcast groupwork assessment - where one theme-word became an hour of political content.

Workshop (40 mins)
Enhancing assessment and feedback practices through student-staff collaboration using the EAT Framework
Professor Stephen Rutherford, Dr Karl Donert and Dr Natalie Hughes, Cardiff University, Professor Carol Evans, University of Zaragoza, Spain, Dr Rafael de Miguel Gonzalez and Dr Rebecca Pike, University of Bristol, Dr Manuel Joao Costa, Dr Falvia Vieira, Dr Jose Alberto Lencastre and Dr Rui Lima, Universidade do Minho, Portugal, Dr Arber Reci, Iliria College, Kosovo, and Dr Sheila Amici-Dargan, EuroGeo
Problems with assessment and feedback? Maybe ‘EAT-Erasmus’ can help. Effective assessment is instrumental in supporting the development of students’ self-regulatory skills, so they know where and how to improve. This workshop will support you in developing and enhancing your assessment and feedback practices, using the ‘EAT’ (Equity, Agency, Transparency) framework (Evans, 2016). EAT provides a tool for student/staff partnership to develop and enhance the design and impact of assessments. This workshop, led by partners of ‘EAT-Erasmus’, a cross-
European Erasmus+ funded project, will involve an introduction to EAT, examples of implementing the framework, and peer-to-peer discussion and planning of how to use EAT to address a problem aspect of an assessment for each workshop participant.

**Workshop (40 mins)**  
**Making the language of assessment inclusive**  
Juliet Eve, University of Brighton and Laura Bennet and Nicole Skidmore, University of the West of England  
This workshop introduces a QAA-funded cross-institutional project on making the language of assessment inclusive, and provides opportunities for participants to interrogate current strategies for engaging students in the language of assessment. Participants will be invited to discuss, evaluate and develop current (dialogic) strategies for demystifying the language of assessment for students, focusing particularly on assessment criteria. Participants are encouraged to bring examples of existing assessment criteria as well as to share the strategies they find successful in engaging students with assessment criteria and helping them to develop a shared understanding of how those criteria relate to standards of work/professional practice.

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**Parallel session 2, 2Ai Oral presentation (20 mins)**  
**Mind the gap: the potential for constructive summative feedback to reduce attrition from Higher Education programmes**  
Julie Crane, University of Liverpool  
This talk offers an opportunity to consider how an understanding of the anthropological concept of liminality can be applied to the provision of constructive summative feedback. I argue that learning can require students to navigate liminal spaces (the uncomfortable space of ‘unknowing’ through which one passes when making a life transition) and suggest that whilst this feeling of being ‘betwixt and between’ can put the student at risk of prematurely leaving a programme, it can also indicate that deep learning is occurring. I offer ideas for how constructive summative feedback might be used supportively to reduce attrition.

**Parallel session 2, 2Aii Oral presentation (20 mins)**  
**Using summative reflective assessment to foreground student learning**  
Dr Lynn Gribble and Dr Janie Wardrop, University of New South Wales  
This presentation explores how we increase the student’s ability and confidence to engage in self-reflection. It is increasingly identified as important to build the professional skills and ethical awareness that our students require to meet the demands of the complex business world they will graduate into. This is a sense-making exercise to move the student beyond being a passive recipient of feedback to an active and (hopefully) engaged party in the process of learning. We explore the challenges faced in encouraging students to engage with and reflect on feedback as a tool to foreground their learning.
Parallel session 2, 2Aiii Oral presentation (20 mins)
Using goal setting and targeted portfolio feedback to underpin individual student success in the Master of Veterinary Medicine (MVM) distance programme
Dr Linda Laven and Dr Kate Hill, Massey University
Our session will describe how just-in-time, focused feedback on Learning Portfolio assessments facilitates individual student growth in the Master of Veterinary Medicine programme. Learner reflection on assessment criteria, coupled with personal goal setting ahead of the next submission, allows for targeted learning support. This process has built relationships between students, professional and academic staff leading to enhanced academic and pastoral care. It has helped expand and strengthen the MVM Whānau (family) facilitating student success.

Parallel session 2, 2Aiv Oral presentation (20 mins)
The Master's House: Can an individual assessment type be designed to raise critical consciousness of assessment as a social structure?
Dr Jayne Pearson, King's College London
This presentation will report on an assessment that was developed through an emancipatory action research project to foster student agency in their journey to becoming academic writers. The processfolio, by facilitating space for self-expression, collaboration with others and questioning of discourses and criterion-referenced standards, created space for contestation of assessment as a ‘site of struggle’, or a social structure which both constrains and enables agency. The presentation will focus on the three-year study in the context of a learning development course for international students and how it is currently being developed and adapted for Dentistry Education.

Parallel session 2, 2Bi Oral presentation (20 mins)
Enhancing assessment using equitable practice at the University of the Arts, London
Dr Emily Salines, Catherine Caldwell and Siobhan Clay, University of the Arts, London
This paper presents the ‘Enhancing Assessment for Equity’ strand of the Academic Enhancement Model at UAL, which aims to support course teams as they devise an equitable assessment environment that promotes attainment.

We will report on our work so far, asking:
• How can focusing on students’ journeys through assessment help highlight sites of inequity?
• How can assessment design contribute to social justice?
• How can assessment practice (marking, grading and feedback approaches) be interrogated and made more equitable?

Participants will leave the presentation with practical ideas to embed small but meaningful equitable interventions into their approach.

Parallel session 2, 2Bii Oral presentation (20 mins)
The maker and their practice: assessment as a process of knowing
Rachel Gannon and Paddy Molloy, Kingston University
Illustration Animation, like all Art and Design subjects, values creativity, inventiveness, originality, innovation, all bound up in the creation of the self and individual identity. Orr (2006) identifies how staunchly at odds this is with the ‘techno-rationalism’ that has dominated much HE policy around assessment and feedback; disregarding the student and lecturers’ lived experiences and embodied knowledge that exemplifies much of Art and Design learning and teaching.

We have taken a student-centred approach, introducing a tutorial-format formative assessment
recognising the importance of assessment as a teaching and learning tool whilst acknowledging that quality assurance procedures require high levels of accountability.

**Parallel session 2, 2Bii Oral presentation (20 mins)**

**Exploring ‘learning by comparison’ as a peer feedback practice**

Amanda Lees, Many Shaver, Robyn May and Jack Vasey, Auckland University of Technology

Our study of students in an interdisciplinary ethics course explored peer feedback through a series of online ‘learning by comparison’ activities. The feedback strategy aimed to foster a more equitable space in which students could contribute at their own pace while witnessing constructive commentary on how they were understanding course content. In this presentation, we share our early findings. Attendees will gain insights into how this type of digital feedback could add value to their students both in preparing for summative assessments and developing the ability to self-assess the quality of their work in future professional practice.

**Parallel session 2, 2Biv Oral presentation (20 mins)**

**Facilitating a partnership learning community: A novel analytical protocol for understanding free-text feedback comments from students**

Sharon Glaas, Dr Benjamin Costello and Dr Paul Thompson, University of Birmingham

Drawing on methodologies associated with corpus linguistics, in this presentation we propose a flexible, scalable stepwise protocol for analysis of free-text student comments that facilitates rigorous, in-depth semi-automated linguistic analysis by non-specialists that is accessible to both individual academics and those with broader institutional responsibilities. We argue that by making meaningful analysis of free-text comments faster, this protocol has the potential to help staff gain a clearer understanding of nuances in student voices as part of an inclusive and dialogic approach.

**Parallel session 2, 2Ci Oral presentation (20 mins)**

**Students’ evaluation of different types of feedback**

Patricia Perlman-dee, University of Manchester

Feedback has been identified as one of the areas students are most dissatisfied with. (Nicol (2010). Rowe and Wood (2008) identified that research on student experiences of feedback is an area that has been neglected. This study will compare five separate types of feedback that has been provided on assessments in a final year MBA elective teaching module on Investing. Students’ own perception of effective feedback as well impact on learning based on feedback provided will be evaluated and discussed.

**Parallel session 2, 2Cii Oral presentation (20 mins)**

**An inclusive student-led online class test during the pandemic**

Dr Soumya Kanti Manna and Dr Hannan Azhar, Canterbury Christ Church University

Since the COVID19 pandemic, traditional methods of assessment have been replaced with online assessments. Online assessment is challenging for several reasons [1], for example, the quality of questions should be appropriate for home-based remote settings to avoid plagiarism, required support to compensate for digital poverty (inadequacy of IT equipment, high-speed internet etc.). In addition to these generic requirements, additional support is needed for disabled students such as extra time, accessible learning materials, and multiple opportunities to get familiar with the test. Utilising the assessment framework [2], we used the Blackboard tool at Canterbury Christ Church University to create an inclusive time constraints MCQ test that facilitates student-led learning, preparation, and assessment. Initially a large pool of problem-based questions was set targeting cognitive engagement [3] and a random selection of questions were presented to students. The use of screencasts for formative feedback and unlimited attempts for mock tests prepared
students in advance. There was a significant improvement over previous years, with the average mark of the online test increasing by 25.2%. In the module, more than half of the students who were engaged scored above 70%. Although students enjoy face to face classes, they found the online test convenient, user-friendly and flexible.


Parallel session 2, 2Cii Oral presentation (20 mins)
A big-data, corpus linguistics approach to understanding written feedback language
Dr Melanie Pope and Connor Mulcahy, University of Derby
This session will present some findings from a pilot study which applies a big-data approach to analysing and evaluating the language of written feedback for summative assessments. The findings will be explored in relation to the literature outlining best practice, and identify aspects of written feedback as a genre that can be enhanced to support student learning and improve agency when engaging with their feedback.

Parallel session 2, 2Civ Oral presentation (20 mins)
Student reflections on peer feedback
Olumide Popoola, Dr Amitha Ranauta, Priya Gautam and Sriabitha Mohankumar, Queen Mary, University of London
This presentation reports on a student-staff co-evaluation of a peer feedback activity embedded in a professional development Dentistry module. It provides an approach for using structured peer feedback to increase student confidence in their self-evaluation skills and the grading process as a whole.

Workshop (40 mins)
Inclusion at the heart of work-based assessment and feedback
Dr Linda Martindale, Dr Joan Cameron, Dr Stella Howden, Dr Susie Schofield, Dr Mohammad Islam and Roy Basalan, University of Dundee
There is evidence that students undertaking work-based learning (WBL) can experience discrimination. The hidden curriculum and unconscious biases may normalise stereotypes and reinforce discrimination which are then reflected in assessment. This workshop focuses on the provision of inclusive and equitable assessment and feedback for students undertaking WBL. This interactive workshop will explore:

- The impact of the hidden curriculum and unconscious bias;
- Barriers and enablers to inclusive assessment and feedback.

Participant takeaways will be:
- Increased awareness of the impact of the informal / unconscious influences on assessment and feedback in WBL;
- A set of cues and resources to apply in their own institutions.
Workshop (40 mins)
Conquering the pandemic-induced digital divide and inequalities in students transitioning to higher education
Dr Laura Roberts, Dr Joanne Berry, Professor Simon Bott, Dr Patricia Xavier, Dr Sofya Lyakhova, Professor Michael Draper, Ben Martin and Alison Braddock, Swansea University
Transitioning students have faced a significant loss of learning due to the pandemic. Developing strategies to enable a smooth and successful transition will be essential for skills development, wellbeing, attainment and student outputs. We will present findings from a survey of Year 13 students assessing students’ confidence in foundational skills and wellbeing. We will work with the audience to investigate mitigation strategies that focus on developing students’ skills, prepare them for assessment and allow faculties to embed proximal learning and assessing for all students, promoting equality, diversity and inclusion.

Workshop (40 mins)
A practical toolkit for student-led design of inclusive and authentic assessments
Elizabeth Conaghan, Professor James Devenney, Rosa Fernandes, Anjola Odunalya and Harris Yousaf, University of Reading
This workshop, led by students and academics, will provide an overview of a recent collaborative partnership on authentic assessment design at the School of Law, University of Reading. Workshop participants will be given a ‘toolkit’ which can be adapted to their own learning environments. Workshop activities will include: (a) a discussion of staff-student partnerships using Bovill’s (2011) ‘ladder of student participation’; and (b) a practical ‘brain-storming’ session on designing assessments which are inclusive, authentic, and which constructively align with learning objectives (Biggs, 2003).