Session 1.1b
Changing assessment and feedback culture: Improving staff and student assessment literacy via a tailored implementation of institutional policy
Dr Charlie Lea, Sarah Cork, Juliet Eve and Colin Paterson, University of Brighton
Oral presentation
During this session we will provide insights and experiences of implementing large-scale cultural change, outlining the approach taken at the University of Brighton in the development and implementation of an institutional-level Assessment and Feedback policy that supports the consistent use of marking criteria, and understanding of standards, to improve staff and student assessment literacy (Rust et al., 2003; O'Donovan et al., 2008, Price et al., 2012). During 2021/22 key aspects of this policy were put into practice via newly appointed leadership roles across our Schools. We will share reflections and feedback on the process of enacting institutional-level policy across different subject and programme areas.

Session 1.1c
Authenticity as a mechanism for an effective meso assessment and feedback strategy
Dr Abdullahi Arabo, University of the West of England
Oral presentation
Assessment and feedback on a single module can be creative and reflective. Providing such ethnicity and inclusive on a meso/macro level becomes more challenging. This talk will provide a context example on how ethnicity makes all this possible and effective, while increasing student potentials and reducing awarding gaps. We will look at using authentic assessment, students as co-markers and staff as moderators, as well as emending an assessment reflective piece with the main submission.

Session 1.1d
Reimagining Assessment at the University of Exeter – our journey so far
Dr Eleanor Hodgson and Oliver Young, University of Exeter
Oral presentation
This presentation will explore our experiences of reshaping assessment at the University of Exeter, with the aim of sparking conversation and helping colleagues to consider their own approaches to this critical task. We will discuss the first phase of our ‘Assessment Reimagined‘ project, in which we explored current best practice and barriers to enhancing assessments, and collaborated with students to ensure that co-creation and student voice remain at the heart of our assessment mechanisms. Our findings highlighted three priority areas for phase two: identifying core competencies at a programme-level, exploring portfolio assessments, and ensuring assessment choice. We will therefore outline our plans and progress with Phase Two pilot projects to address these areas and ‘reimagine’ assessment.
Session 2.1a
‘Clean’ Feedback as a Pedagogy of Care for Large Courses
Dr Lucy Gill-Simmen, Royal Holloway, University of London
Oral presentation
Inclusive assessment, whilst promoting equity and fairness by valuing differences in students’ capabilities and skills has also been linked to increased student satisfaction, and improvement in student grades. Less attention, however, has been paid to the notion of inclusive feedback, yet feedback literacy remains one of the key challenges in higher education, with the quality of feedback commonly found to be the main source of dissatisfaction for students according to the NSS. This presentation will provide participants with a step-by-step guide for introducing an inclusive approach to course level feedback which they can develop and adapt as a pedagogy of care at their own institutions.

Session 2.1b
Improving assessment and feedback experiences for neurodivergent students
Alexander Palmer and Syeda Tazrin, King’s College London
Oral presentation
National Students Survey (NSS) results for King’s College London (KCL) consistently show that disabled students with non-learning disabilities, such as neurodivergent students, are disproportionately disadvantaged in terms of their experience of assessment and feedback. This project aims to understand the reasons behind this and create guidance for staff to improve assessment and feedback for neurodivergent students. Our student partners have conducted two focus groups and five interviews with neurodivergent students where their experiences of assessment and feedback were discussed in detail. During our oral presentation we will share the initial findings from the thematic analysis and some of our recommendations.

Session 2.1c
Promoting effective assignment brief design as part of an inclusive approach to assessment
John Knight, Buckinghamshire New University
Oral presentation
The communication of assessment requirements via assignment briefs remains an under-examined aspect of the assessment process (Gilbert, 2012; Walsh, 2021a, 2021b). This presentation reports on research into First Year students’ engagement with assignment briefs and related assessment dissemination activities. It will highlight the importance of clear, comprehensive and explicit communication of assessment expectations as a fundamental basis for inclusive assessment and underlines the need for approaches which both scaffold confident engagement with assessment and promote the development of positive student identities and sense of belonging. Recommendations are made for institutional assignment brief design and dissemination practices.

Session 2.2a
Developing student and teacher assessment literacy: A pilot project of rubric language
Dr Chana Gonsalves, King's College London
Oral presentation
Effective assessment depends on students’ understanding and demonstration of learning outcomes. We often communicate criteria and expectations using rubrics. Rubrics can
enhance the explicitness and transparency of assessment expectations, but are our rubrics clear and do students really understand the language we use? In 10 focus groups, Level Four Marketing students discussed rubric language they find problematic and approaches we might implement to support their understanding. A glossary was created and evaluated to reveal its positive impact on student assessment literacy. The importance of, and implications for, faculty support and training related to language and effective rubric design will be discussed.

Session 2.2b
‘Meet the Marker’: Improving learner experience of assessment feedback
Dr Stephanie Jong, Dr Rebehah Hill, Dr Marie McGee and Dr Gabrielle Thorpe, University of East Anglia
Oral presentation
The Meet the Marker (MtM) project involved inviting learners to meet the marker of their assessment, using a focused protocol to guide the conversation. The project aimed to provide learners with an opportunity to discuss their feedback with the marker to enhance shared feedback dialogue. Results showed positive outcomes for both learners and markers. The presentation will include results from an evaluation across six modules. Results informed the development of three resources: MtM policy, an assessment flowchart, and de-brief guidance. We will describe these resources and link to the way they aim to enhance learners’ feedback literacy.

Session 2.2c
The Merits and Challenges of Video Feedback
Ruth Platt, Anglia Ruskin University
Oral presentation
This presentation explores the merits of video feedback from the research, student and teacher perspectives. The benefits of using video feedback will be discussed, including its dialogic nature, its accessibility, and its motivational impact on students. Additionally, the presentation will explore how video feedback can reduce lecturer workload and improve the staff-student relationship. This talk will seek to provide a balance of views by highlighting the challenges that it can present to some staff for whom the embodiment of the feedback process can be difficult and uncomfortable, although the author’s own enthusiasm for this innovative approach is difficult to hide.

Session 3, 14:25 – 15:05

Session 3.1
Making the language of assessment and feedback inclusive through dialogue
Laura Bennet and Nicole Skidmore, University of the West of England
Workshop
This workshop will share the results of a QAA-funded cross-institutional research project driven by concerns around the tension between the need for consistency in the use of national standards and the evidence of a lack of shared understanding of these, both between academics and between staff and students, which may have a greater impact on traditionally disadvantaged groups. The project team will present the dialogic toolkit, constructed based on quantitative and qualitative data gathered during the project, and participants will have the opportunity to road test this using commonly encountered assessment journey scenarios within their own discipline.

Session 3, 14:25 – 15:05
Session 3.2  
Enhancing assessment and feedback at an institutional level  
Dr Stephanie Fuller, Dr Maria Romero-Gonzalez and Janvi Solanki, Queen Mary University of London  
Workshop  
This workshop invites participants to explore the opportunities and challenges of working to enhance assessment and feedback at an institutional level. We will consider the importance of empowering staff and students to contribute, the role of sharing practice, and the importance of engaging academics. We will also present a summary of the approach taken at Queen Mary through the development of toolkits to drive institutional-level enhancement of assessment and feedback. The workshop will give everyone the opportunity to share their experiences and practice, and to leave with a rich range of ideas.

Session 4, 15:20 – 16:20

Session 4.1a  
Transforming our students from passive listeners to confident assessors through the introduction of a programmatic approach to formative assessment  
Lorna Mitchell, University of Liverpool  
Oral presentation

Drawing on the work of Irons and Elkington, 2022, this presentation will describe a planned educational innovation project for First Year Law students that takes a programmatic, horizontal approach to formative assessment. So, instead of concentrating on what each individual module can offer in terms of formative assessment, we focus upon what our students are being offered in terms of formative assessment across the entire year. During the session we will explore the importance of clear student messaging, examine the benefits of taking a programmatic approach and consider some formative activities that incorporate assessment literacy, self-assessment and peer evaluation.

Session 4.1b  
Creating “valuable” student assessments  
Dr Alex Nicholson, University of Leeds  
Oral presentation

From 2016-2022, Dr Alex Nicholson was Deputy Head of Law at Sheffield Hallam University, where he and his team developed what is now arguably the most practically applied legal education degree course in the UK. All students, in all years of study, gain credit-bearing work experience in an on-campus, teaching law firm (“SHU Law”), which is run by full-time practising solicitors. In this presentation, Dr Nicholson will offer concrete examples of the authentic assessment methods that were incorporated within this uniquely applied programme, reflecting specifically on how and why students might perceive the “value” of these methods.

Session 4.1c  
‘One university’ facilitating programme focused assessment design and feedback practice  
Dr Amanda Miller and Dr Alice Graeupl, Manchester Metropolitan University  
Oral presentation

This presentation will address the need for the connectivity of central institutional framework and policies, to the faculty interpretation and application at the department and programme level. The focus will be on the necessity for responsive institutional practices that facilitate whole programme planning and empowerment of programme leaders to enact change. The key insights for the audience will be: the continuous flexible and agile institutional assessment practices required; the framing of the vision of the department senior leadership team in an
assessment and feedback strategy; and how to ensure unit-level amendments are holistically curated at the programme level.

Session 4, 15:20 – 16:20

Session 4.2a
It's not me, it's you: Grasping the nettle of student feedback literacy and engagement
Dr Andrew MacLaren, Dr Tom Farrington, Heriot-Watt University and Antonia Voigt, Bristol University
Oral presentation
This presentation focuses on adjacent features of feedback, namely feedback literacy and engagement with feedback. We will present the 'Action Feedback Protocol', designed to foster feedback literacy and then stimulate active engagement with feedback. We will report from the perspective of the faculty members who developed it and an alumna who used it as an undergraduate. We grasp the nettle of 'student responsibility' and its importance in assessment and feedback, conscious of the risk of drifting into the territory of absolving our own responsibility as educators, or of 'victim blaming'.

Session 4.2b
Lecturer Perspective on Assessment Feedback
Janet Goddard, University of West London
Oral presentation
This presentation will explore the challenges that exist in delivering effective feedback in a heavily marketised educational system that aims at grade achievement and speed, rather than development through education. It will explore the imbalance that exists in understanding the students' perspectives without the correlational understanding of lecturers' perspectives. It will consider the impact of EDI and widening participation against the backdrop of less attractive academic rigour and self-development. It will explore the problems created by relationship-building in educating students and the requirement for sameness in assessment feedback. It will finally consider how this can be addressed so that education achieves its intended goals.

Session 4.2c
Shifting the Culture of Feedback via a Formative Assessment Experiment
Rachel Dodd, Teesside University
Oral presentation
This session will discuss the shifting the culture of feedback, and using an Active Research Project to embed formative assessment and feedback into a production-based practice to improve access, retention, attainment and progression via student engagement through partnership.