

Thematic Report on Enhancement-led Institutional Review (ELIR) Reports 2013-16: Assessment and Feedback

Overview

This report highlights good practice and areas for development as featured in the Enhancement-led Institutional Review (ELIR) Outcome and Technical Reports 2013-16. The key findings emerging from Outcome Reports in relation to Assessment and Feedback were:

Activity to promote good practice

- **Assessment policy** - introduction of a 10-point literal grading scale and a grade point average system at Abertay University; coherent and well-understood connections between strategies relating to assessment at Queen Margaret University.
- **Written information** - annual updating of the Assessment Handbook at the University of the West of Scotland.
- **Working in partnership with students** - highly effective student representation, and student-led projects, at Robert Gordon University and St Andrews University; students having a key role in institutional evaluation at the University of the West of Scotland.
- **Staff development to support the management of assessment and feedback** - flexible continuing professional development framework at the University of Edinburgh; an institution-wide Inclusive Curriculum Toolkit at St Andrews University.
- **Management of assessment** - effective evaluative methods at the University of Edinburgh; new curriculum and assessment matrix at the Royal Conservatoire of Scotland.
- **Use of technology** - introduction of electronic management of assessment system at Abertay University.

Areas for development:

- **Implementation of assessment and feedback policy** - revision of Common Assessment Scheme at the University of Aberdeen; addressing of variability of practice at the University of Dundee, the University of Edinburgh, the University of Glasgow (in relation to exam boards), and the Robert Gordon University (in relation to marking moderation). The University of the Highlands and Islands was encouraged to develop an institution-wide approach for monitoring feedback and a criterion-referenced grading system for undergraduate degree programmes.
- **Feedback timeliness** - this emerged as an area for development at the University of Edinburgh, Glasgow Caledonian University, Glasgow School of Art, Queen Margaret University, and Robert Gordon University.
- **Assessment scheduling** - the University of Strathclyde was encouraged to place particular emphasis on the scheduling and sequencing of assessments.
- **Communication** - this emerged as an area for development at Glasgow School of Art, Robert Gordon University, Scotland's Rural College, and the University of St Andrews. In all cases, it was determined that students' understanding of requirements could be enhanced; the University of St Andrews was additionally encouraged to publish external examiner reports in order to engage students.

Introduction

As part of the ELIR 3 method, QAA Scotland produces regular Thematic Reports to support learning from the outcomes of individual ELIR reports. The purpose of the Thematic Reports is to inform future development work in the sector and, in particular, to inform future QAA activity including work carried out in collaboration with the Scottish Higher Education Enhancement Committee (SHEEC).

Scope and structure of this report

This report identifies material relating to Assessment and Feedback contained within the ELIR reports for all 18 Scottish higher education institutions reviewed in the ELIR 3 cycle (2013-16). The institutions included in this report are: the University of Aberdeen; Abertay University; the University of Dundee; the University of Edinburgh; Edinburgh Napier University; Glasgow School of Art; Glasgow Caledonian University; the University of Glasgow; Heriot-Watt University; the University of the Highlands and Islands; Queen Margaret University; Robert Gordon University; the Royal Conservatoire of Scotland; Scotland's Rural College (SRUC); the University of St Andrews; the University of Stirling; the University of Strathclyde and the University of the West of Scotland.

This report summarises examples of positive practice and areas for development as highlighted in the ELIR Outcome Reports (see page 1), and the more detailed findings included within the ELIR Technical Reports (see below). It is possible that additional practice takes place in these 18 institutions, but only those elements of practice included within the ELIR reports is included here. The report then outlines briefly the next steps in the ELIR process following the publication of the reports.

The annex includes references to Assessment and Feedback within the ELIR Technical Reports. The paragraph numbers used in the annex are taken directly from the original reports.

Areas highlighted in the ELIR Technical Reports

In ELIR 3, each Outcome Report sets out the ELIR team's views of positive practice and areas for development at the institution. These key findings in relation to Assessment and Feedback are summarised on page 1 of this report. This section identifies current interesting practice at the 18 institutions as identified in the longer ELIR Technical Reports.

Activity to promote good practice

Assessment policy

Technical Reports from ELIR 3 reflect that institutions have assessment policies in place and that they review these policies regularly. In 2013, the University of Strathclyde conducted a review of its feedback and assessment policy and revised the timing of feedback. The University of Glasgow also has processes in place to support the management of assessment, and conducts regular reviews of its assessment policy and practice. Amendments to Abertay University's Assessment Policy, including changes to turnaround time for feedback and the introduction of a Literal Grading Scale were deemed to have had a positive impact on the design of assessments, and to have encouraged staff to reflect on their assessment practices. External examiner reports included favourable comments on the variety of assessment used.

Broader institutional strategies and policies have a bearing on assessment and feedback practice, and this is also reflected in the Technical Reports. Queen Margaret University was commended for the links between its Student Experience Strategy and Quality Enhancement of Learning, Teaching and Assessment (QELTA) Strategy. Evidence provided by staff demonstrated that there was a good understanding of their complementary nature with the clear goals and activities of QELTA providing staff with an explicit framework for enhancement of learning and teaching.

Written information

Institutions produce a wide range of written material relating to assessment and feedback with a view to ensuring that staff and students have a thorough understanding of institutional policies and regulations. Examples of good practice in this area are highlighted below.

Abertay University has developed Principles of Assessment and Assessment Policy documents. The Principles of Assessment are informed by Chapter B6 of the UK Quality Code for Higher Education (Quality Code) and by Scottish Credit and Qualifications Framework (SCQF) Level Descriptors, and are viewed as reference points which provide a body of guidance for staff in designing appropriate assessments. The Assessment Policy is more prescriptive, setting out University expectations relating to feedback turnaround, number and types of assessment per module, feedback and revision weeks, moderation and the Electronic Management of Assessment system. The Policy is concise and expressed in clear language, making it a useful and informative reference tool for staff.

The Royal Conservatoire of Scotland has developed a Quality Assurance Handbook articulating the underpinning philosophies and expectations for students by mapping their expected learning outcomes to the criteria and modes of assessment. Queen Margaret University has a comprehensive and well-structured set of assessment regulations which includes policy and principles. The Programme Leaders Handbook also gives clear guidance on the management of assessment.

The University of the West of Scotland has developed an Assessment Handbook, Effective Practice in Assessment. This is built around a series of assessment principles, the Assessment Handbook is comprehensive in scope, containing five sections: principles of effective practice in assessment; assessment design and approval; implementing, marking and providing feedback; procedures and guidance for assurance standards; and university assessment regulations. Furthermore, the Assessment Policy and Practice Committee annually updates and approves the Assessment Handbook to reflect changes in regulations and current best practice, based on sector benchmarking and reflection on external examiners' comments and the outcomes of annual monitoring.

Some institutions are actively developing written guidance on assessment and feedback. The University of Strathclyde intends to produce a revised version of its 2010 Procedures for Assessment and Award document which provides a detailed overview of all aspects of the assessment process. Similarly, the University of Glasgow has developed supplementary guidance on the management of assessment. SRUC intends to produce a programme handbook giving information relating to assessment regulations and an assessment schedule detailing the nature and timing of assessment for distribution to students at the beginning of each academic year. At the time of its ELIR, Glasgow School of Art was developing a Student Exchange policy to clarify issues relating to assessment for students studying abroad as well as those on an incoming exchange.

Guidance and support

The Personal Tutor System at the University of Aberdeen allows for ongoing contact through the year and has a focus on student assessment. The 'Enhancing Feedback' website,

a dedicated site on the University's virtual learning environment (VLE), known as MyAberdeen, offers support and advice for both students and staff. The University of Dundee worked in collaboration with its student association and Student Participation in Quality Scotland (sparqs) to produce a structured 'Toolkit on Feedback and Assessment for Staff'.

Research into assessment and feedback

Several institutions have taken a proactive approach to improving the effectiveness of assessment and feedback by resourcing research activities aimed at tackling assessment and feedback related issues. The University of Dundee participated in a number of research projects, including participation in an evaluation of the Higher Education Academy, Transforming the Experiences of Students through Assessment (TESTA) methodology, and a project led by the University of Dundee Students' Association to explore student views of assessment practices.

The University of Strathclyde set up a dedicated assessment and feedback working group led by a specially appointed academic champion. The University of Strathclyde also established the Re-engineering Assessment Practice (REAP) project to stimulate an ongoing review of practice and innovation in departments across the University. The REAP project piloted the redesign of formative assessment and feedback practices to inspire new institutional assessment policies and quality enhancement processes. This led to the implementation of the Peer Evaluation in Education Review (PEER), which aims to consider how peer assessment practice can improve learning and promote student engagement.

Strategic key performance indicators

The University of Dundee Learning and Teaching Strategy 2017 includes student satisfaction in assessment and feedback as a key performance indicator.

Assessment feedback quality

ELIR Technical Reports indicate that students are generally positive about the quality of feedback they receive, although in a number of cases students report delays in feedback turnaround times (see Areas for Development below). During the SRUC review, students advised that their assessment feedback is helpful and that staff are able to provide additional detailed feedback on request.

Working in partnership with students

The University of Strathclyde includes students on various committees, such as the assessment and feedback working group and the Learning Enhancement Committee's assessment and feedback project. In addition, the University consulted over 350 students in a review of Feedback and Assessment Policy.

Robert Gordon University introduced a formal Student Partnership Agreement (SPA) in 2013, developed using guidance from sparqs, part of which identifies annual themes which the University and the students' association want to progress. Themes identified and developed through the SPA have been clearly linked to strategic priorities, and include learning expectations on assessment and feedback. Both staff and students commented positively on the SPA as a whole, and developments in relation to assessment and feedback practice in particular.

The University of St Andrews has a highly effective approach to enhancing the student experience, with very clear evidence that student engagement and representation play a central role in the learning and teaching environment. Student representatives were very

positive about their experiences and are proactive in identifying areas in which to engage, such as work on assessment and feedback. A student-led project considering feedback on assessment was underway at the time of the institution's review. The Director of Representation had led a group who interviewed class representatives from all schools to produce a snapshot of feedback practice across the University. The study found that detailed and prompt feedback was being provided in many parts of the University and that most schools were performing well. By the time of the Part 2 visit, students had presented a report on the project to the Presidents' Forum, and the next stage was to prepare a more formal paper for the University Learning and Teaching Committee (LTC). The ELIR team noted that the project findings were largely positive, with the report likely to focus primarily on disseminating good practice. In discussion with the team, teaching and support staff were aware and supportive of the project, expressing confidence that its outcomes would be implemented. There was a clear commitment from the Proctor's Office to support students to develop the paper for the LTC to ensure a successful outcome and implement any recommendations.

Staff development to support the management of assessment and feedback

Institutions acknowledge the importance of staff development in enhancing the effectiveness of assessment and feedback. Glasgow School of Art held a series of workshops to give staff an opportunity to explore assessment for learning as well as assessment of learning. As mentioned above, the University of the West of Scotland has produced an Assessment Handbook to support its assessment practices. This was designed to provide operational guidance for staff on all aspects of design, delivery and implementation of assessment strategies at module and programme level. The Handbook encourages staff to view assessment as a continuous and interactive process that enhances the learning process, measures the achievement of the learner and assures the quality of the learning experience. Staff confirmed during the ELIR that the guidance contained in the Assessment Handbook is helpful in designing assessments and enabling consistency of assessment practice across schools, programmes and modules.

Management of assessment

Glasgow School of Art is working to improve the management of assessment by aligning assessment processes with learning outcomes. Glasgow School of Art postgraduate research students commented that they are satisfied with the effectiveness of assessment procedures and advised the ELIR team that their progress is monitored, discussed and formally reported by means of meetings between each student and the supervisory team.

Curriculum reform at Abertay University has been accompanied by a new pedagogical approach. Changes relating to assessment and feedback include the introduction of a structured feedback week, the introduction of a literal grading scheme (LGS) and grade point average (GPA) for calculating final degree classifications, the introduction of a 10-day turnaround time for marking and providing feedback and the introduction of an electronic management of assessment (EMA) system. Introduced in 2014-15, the LGS with associated evaluative descriptors is used for units of assessment and for module assessments. It was designed to simplify the grading of assessments and, in response to comments from external examiners, to encourage staff to make use of the full marking scale. The ELIR team learned that feedback from staff and students on the LGS has generally been positive and in response to staff feedback, extra guidance had been provided for use of the LGS in the context of numeric-only assessment. The University analysed the distribution of module grades for the first year of operation of the LGS in 2014-15, comparing these results with those for the undergraduate cohorts in 2012-13 and 2013-14. The analysis shows increases in the percentages of good grades at all levels of study, as well as a reduction in the proportion of marginal fails. Each point on the LGS is associated with a grade point, and the

average grade point from assessments at stages three and four is used to determine the honours classification. GPA has been used to calculate honours classification for students graduating in 2015-16. Students who met the ELIR team gave very positive endorsement to the use of GPA, stating that it had helped them to understand their academic progress more clearly and to identify the action they needed to take to optimise their performance and attainment as well as being aware of its usefulness as an indicator of attainment in an international context. At the time of the review, there were early indications that these changes have had a positive impact on the student experience: for example, changes to feedback on assessment practice have been accompanied by improved results in the National Student Survey (NSS).

Since its 2011 review, the University of Edinburgh has engaged in a systematic programme of enhancement activity, accompanied by reshaping the senior management team, to prioritise strategic development in learning and teaching. This included a programme of coordinated work to address a number of matters highlighted in the NSS, including lower scores than the University wished in relation to assessment and feedback practices. The Senior Vice-Principal is now supported by a reshaped team of vice-principals and assistant principals whose respective portfolios are reflective of, and mapped to, strategic priorities, including assessment and feedback. This team forms the core of the Learning and Teaching Policy Group. The ELIR team learned about the University's plans to develop existing staff workload allocation models to recognise in a consistent way contribution to priority areas, including assessment and feedback.

Since its 2009 review, the Royal Conservatoire of Scotland has implemented its Curriculum Reform project. This has been a significant strategic initiative involving, among other elements, the creation of an academic framework, common assessment scale and assessment matrix to promote and support interdisciplinary study. The documentation was found to be clearly student focused and intended to assist students to develop their understanding of the academic standards expected, including helping them to evaluate their own achievements through self-critical reflection. The common assessment scheme and assessment matrix have been developed to facilitate greater curriculum flexibility and student choice, while ensuring that key learning objectives are met. The development of the assessment matrix, and the associated careful mapping of learning outcomes in module descriptors, represents positive practice. It is likely to support students to develop self-critical reflection and encourage them to engage with feedback and discussion on their own and their peers' performance.

Use of technology

Institutions use technology to enhance the effectiveness of assessment and feedback. An example can be seen above in the Electronic Management of Assessment system introduced at Abertay University. The University of Strathclyde plans to develop its virtual learning environment (VLE) to improve the consistency of course and class information relating to assessment and feedback. The University of the West of Scotland indicated that the use of electronic marking and provision of feedback on assessment is developing across the institution.

Areas for development

While there were examples of positive practice relating to Assessment and Feedback provided in the ELIR Technical Reports, a number of areas for development were also identified.

This section of the paper outlines the areas for development identified relating to Assessment and Feedback in a higher education institution in the ELIR Technical reports. There are areas of overlap between the issues highlighted below.

Implementation of assessment and feedback policy

While almost all institutions make efforts to embed assessment policy across their respective organisations, a number of ELIR reports identified that policies were not implemented consistently in all parts of the institutions. Common areas of variation included feedback timeliness; this is detailed in a separate section below.

The University of Glasgow was encouraged to ensure a consistent approach to applying assessment regulations across all exam boards, and to monitor the impact of the University's guidelines on the use of discretion by exam boards. Glasgow School of Art students stated that assessment and feedback practice varies from course to course. In addition, students commented that they were unclear about the assessment process during exchange programmes, and the School was working to address this. Robert Gordon University was encouraged to address variability in the implementation of approved procedures for marking moderation. Students at SRUC indicated that there was a lack of clarity and consistency regarding the use of the SRUC virtual learning environment (VLE), particularly in relation to online submission of assessments. As a result, the institution was encouraged to implement VLE guidelines. Students at the University of Strathclyde expressed dissatisfaction about the timing of assessment and feedback; the University was aware of this, and planned to revise its assessment and feedback policy in order to establish consistency of assessment practice across the institution. The University of the Highlands and Islands was encouraged to introduce an institution-wide, detailed criterion-referenced grading scheme for its undergraduate degree programmes.

Consistent implementation of policy is a particular challenge for larger institutions where authority can be widely devolved, and this appears to be the case at the University of Dundee. As well as the issue of feedback timeliness, students identified varied practice across the institution in relation to granting extensions to submission deadlines. Students who met the ELIR team were aware of differences in policy and practice across schools, and commented negatively about it.

The University of Edinburgh had, since its previous review, invested significant time and effort in initiatives aimed at improving students' experiences of feedback on assessment. Though the ELIR team noted that small improvements could be seen in NSS scores, it also acknowledged that progress was slower than might be hoped. In 2012 the University undertook a project to look systematically at the issue, using the Student Surveys Unit to analyse findings from the NSS, PTES, Postgraduate Research Experience Survey, Edinburgh Student Experience Survey, outcomes from externally commissioned research and benchmarking activity. Key recommendations from the project included: providing prompt and useful feedback; listening to students; engaging students as part of a learning community; raising the profile of learning and teaching; and supporting tutors and demonstrators in improving feedback provision. In addition, the University had been involved in the Leading Enhancement in Assessment and Feedback (LEAF) Project, a joint initiative running between 2013-16 with Birmingham, Glasgow and Nottingham universities, which uses the Transforming the Experience of Students through Assessment (TESTA) audit

methodology to look at students' experiences of assessment and feedback at programme level. Other initiatives at the University included: ongoing review of Taught Assessment Regulations, with the aim of providing clear and consistent guidelines to both staff and students on the provision of feedback on assessment; moving to online submission of coursework and online provision of feedback; and giving students access to exam scripts. ODL students were generally positive about their experiences of assessment and feedback, and the University was encouraged to learn from good practice in this area, working closely with students at school level to understand their specific issues and needs, and to consider whether students in particular disciplines, locations or modes of study would benefit from contextualised approaches.

The University of St Andrews employs a Common Reporting Scale (CRS); this is used consistently for reporting, but the ELIR team found that marking was carried out according to each school's preferred method. Some schools graded directly onto the CRS, while many others used percentage marking and then converted onto the CRS, or applied a mix of approaches. Students reported considerable dissatisfaction the variability of marking, as well as a lack of understanding of the CRS. Students who studied across schools found the different expectations or priorities in marking complicated and confusing. They reported variation between schools in how useful the marking guidelines were, and students from outside the UK found the guidelines difficult to interpret. The University was encouraged to strengthen the support it gives to students, particularly those studying across schools and from other academic cultures, to enable them to understand assessment requirements. This was considered particularly important given the University's practice of not requiring external examiners to attend programme exam boards thereby, in some cases, removing the opportunity for an integrated external overview of any student's performance. The University was encouraged, therefore, to develop a systematic process for monitoring cohort performance across modules and programmes especially, though not exclusively, for students studying across schools or institutions.

Feedback timeliness

It is common practice for institutions to have written policies identifying the timeframe within which students will be provided with feedback on their assessed work. To give some examples, Queen Margaret University communicates to students that they should expect to receive feedback within 20 days of submission; the Royal Conservatoire of Scotland has a 14-day turnaround, while for the University of Aberdeen, Abertay University, Glasgow Caledonian University and the University of Dundee, the turnaround time is three weeks. However, discussions with students during ELIR visits indicated that variability is common; this was found to be the case at the University of Dundee, Queen Margaret University, Robert Gordon University, SRUC, and the University of the Highlands and Islands.

Feedback on assessment was an area for development in the 2011 ELIR of Glasgow Caledonian University. The University addressed this through a Feedback for Future Learning initiative, which formed the basis of the case study submitted for its subsequent review, and which was understood to have had a positive effect in its 2014 NSS scores. Students who met the ELIR team indicated that the quality of feedback was also variable. The University was encouraged to continue to progress work in this area.

At the time of its review, Glasgow School of Art did not have an institution-wide policy on the timing of feedback although staff recognised that the timing of formative assessment and feedback affects the usefulness of the feedback.

Assessment scheduling

The University of Strathclyde identified assessment and feedback as an area for continued development, particularly in relation to course organisation as students have raised concerns

over the scheduling and sequencing of assessments. Similarly, staff and students at SRUC advised that there are a number of issues around scheduling of assessment for third and fourth years of study and some inconsistency in the arrangements for providing feedback on assessed work. SRUC staff acknowledged the benefit of advance assessment scheduling and the proper management of this to reduce the number of exams occurring at the same time.

Communication

As indicated in the previous section, there are examples of good practice relating to the written information provided by institutions to both staff and students in this area. However, it is evident that students' understanding of feedback and assessment policies and practice could be enhanced. The Technical Report relating to the review of the University of Glasgow states that there was conflicting advice given in relation to extensions for periods of study and leave of absence. Postgraduate taught students who met the ELIR team at Glasgow Caledonian University reported variability in communications regarding degree regulations. At SRUC, staff were encouraged to ensure that there is greater consistency in the content and layout of programme handbooks and to ensure that these incorporate institutional assessment policies. The University of Strathclyde was asked to clearly communicate assessment turnaround times to students.

At Glasgow School of Art, academic staff explained that formal feedback was supplemented by other forms of feedback and that continuous feedback was a feature of the studio culture, which meant that students did not always recognise when they were receiving assessment feedback. There was variability in the extent to which Glasgow School of Art students were clear about why they achieve particular grades. Students also commented that they were unclear about how their work relates to learning outcomes and how assessment criteria are used to make judgements about achievement of learning outcomes. The institution is undertaking work to align assessment practice and processes with learning outcomes. GSA was also encouraged to make assessment and feedback and other processes more transparent by making reference to these policies in Programme Handbooks. Currently, there is no requirement to have such handbooks, but the need for this has been recognised by the university and senior academic staff from each school have formed a group to take this forward.

Responses to a Student Experience Questionnaire (SEQ) run by Robert Gordon University in 2013-14 indicated that students did not always know what was expected of them in coursework and exams. During discussions with the ELIR team, some students commented that assessment criteria were not always clearly communicated or understood by students, and that feedback was not always timely or useful for the next assignment. Accordingly, a number of enhancement projects have taken place, including: the production of University guidance on feedback on summative assessment; a DELTA guide on assessment and feedback; the inclusion of assessment and feedback as a theme in the 2013-14 Student Partnership Agreement; changes to the SEQ to better identify student views on assessment and feedback practice; and work on assessment and feedback language to clarify staff and student expectations at Gray's School of Art.

Revising key policy documents

The University of Aberdeen was asked to progress the implementation of a set of intended modifications to its assessment documentation including the Common Assessment Scale and Grade Spectra.

What happens next?

QAA Scotland follows up the ELIR outcomes with institutions individually through annual discussion visits, and each institution is required to produce a Follow-up Report indicating how it has addressed its own ELIR outcomes. QAA Scotland also promotes collaborative working between institutions to share good practice and to find collective solutions to common areas for development. Each institution is invited to participate in a follow-up event to engage with the ways other institutions who were reviewed at around the same point of the ELIR cycle have addressed their review outcomes.

QAA Scotland, in collaboration with the Scottish Higher Education Enhancement Committee (SHEEC), runs Focus On projects to support the sector in addressing areas for development. These projects provide a direct link between the outcomes of Enhancement-led Institutional Review (ELIR) and a developmental approach to supporting enhancement of policy and practice in the sector. The inaugural Focus On project took place in 2014-15 to support the development of assessment and feedback policy and practice.

Analysis of ELIR reports identified a need for most institutions to develop in two main areas: implementing policy and practice more consistently across institutions; and improving communication with students to ensure they have a clearer understanding of the nature and timing of feedback they can expect to receive.

QAA Scotland conducted a quick, desk-based scoping exercise with institutions and students' associations to ensure the Focus On project would cover the areas of highest priority to the sector. This resulted in three strands being identified for the project.

Activity to address the three strands of the Focus On project included:

- 1 **Use of technology to support assessment and feedback practice** - twelve case studies were presented at an event for practitioners on 18 March 2015 (over 80 delegates attended). There were two keynote speakers, and delegates identified ten key messages for institutional policy makers aimed at promoting the use of technology to enhance feedback on assessment.
- 2 **Consistent implementation of assessment and feedback policy and practice** - a Policy and Practice Summit for senior managers and student representatives was held on 14 May 2015. Every Scottish institution was represented and each shared their policy initiatives and approaches. They also worked in institutional groups to consider what improvement in assessment and feedback would look like in their own institutions.
- 3 **Students' associations working in partnership to improve feedback on assessment** - we collated information on the range of student-led activities to improve feedback on assessment that have taken place across Scotland, classified the activities by theme and made them available on the website. We also ran a workshop at the sparqs national conference to identify five principles of student-friendly feedback.

All of the materials are available on the Enhancement Themes website at www.enhancementthemes.ac.uk/focus-on-assessment-and-feedback.

Index of references to Assessment and Feedback in the ELIR 3 Technical Reports

A link to each institution's ELIR 3 Technical Report is included in the left-hand column. Paragraph numbers are indicated in the middle column.

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	81	Assessment policy; written information; management of assessment
	82	Written information; management of assessment
	83	Management of assessment
	85	Management of assessment
	86	Consistency of assessment practice; use of technology
	88	Assessment policy
	92	Consistency of assessment practice; use of technology
	110	Feedback timeliness; use of technology
<u>Royal Conservatoire of Scotland</u>	3	Development of common assessment matrix
	25	Implementation of assessment and feedback policy
	47	Development of common assessment matrix
	48	Written information
	50	Management of assessment
	51	Management of assessment; assessment policy

	52	Management of assessment; written information
	56	Development of common assessment matrix
	57	Development of common assessment matrix
<u>Scotland's Rural College (SRUC)</u>	24	Fit of assessment between HNC and HND
	27	Use of technology; experiences of ODL students
	41	Use of technology
	42	Feedback timeliness
	43	Written information
	44	Assessment scheduling
	45	Written information
	56	Written information
	96	Communication
	102	Assessment of research degrees
	103	Management of assessment
	104	Management of assessment
	105	Management of assessment; staff development to support the management of assessment and feedback
<u>University of Stirling</u>	52	Assessment feedback quality
	63	Implementation of assessment and feedback policy
	82	Written information
	83	Written information
	89	Management of assessment; consistency of assessment practice
	90	Revising key policy documents
	91	Implementation of assessment and feedback policy; consistency of assessment practice
	92	Revision of grading scales
	93	Assessment policy; written information consistency of assessment practice feedback timeliness assessment feedback quality
	106	Review of assessment practice

	108	Revising key policy documents
<u>University of Strathclyde</u>	45	Assessment scheduling
	46	Assessment scheduling
	47	Assessment scheduling
	55	Staff development to support the management of assessment and feedback
	66	Staff development to support the management of assessment and feedback
	70	Alignment of teaching objectives and assessment
	71	Management of assessment; written information
	72	Management of assessment; assessment and feedback research
	73	Management of assessment; assessment policy
	74	Management of assessment
<u>University of St Andrews</u>	32	Guidance and support
	35	Working in partnership with students
	42	Feedback timeliness
	43	Feedback timeliness; assessment feedback quality; communication
	44	Working in partnership with students
	56	Working in partnership with students; relevance of curriculum and assessment to the workplace
	59	Relevance of curriculum and assessment to the workplace
	61	Working in partnership with students
	83	Management of assessment
	84	Assessment policy; written information
	85	Assessment policy; written information
	86	Assessment policy; written information
	89	Consistency of assessment practice; written information; guidance and support
101	Review of assessment practice	

	102	Consistency of assessment practice
	103	Consistency of assessment practice; written information; guidance and support
University of the West of Scotland	4	Strategies covering assessment and feedback
	9	Strategies covering assessment and feedback
	11	Management of assessment
	29	Adjusting assessments based on student needs
	51	Assessed work-based learning
	64	Written information
	81	Written information
	82	Assessment feedback quality
	83	Management of assessment

QAA1907 - July 2017

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