**Improving assessment practices for inclusivity: The impact of course wide implementation of five initiatives to improve assessment literacy and equity of opportunity for students.**

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**Link to Prezi Presentation:** [**https://prezi.com/view/ljSeNaR00Do5bEQFeT1V/**](https://prezi.com/view/ljSeNaR00Do5bEQFeT1V/)

**Overview of Project:**

The presentation follows a three-year project investigating ways to reduce the disparities in achievement between students entering the course from BTEC qualifications and those entering from A-levels. With a high percentage of NTU’s student body entering from BTEC or vocational backgrounds, the findings of this project are of value to anyone with a role in designing assessments or supporting students to achieve in their assessments.

Assessment literacy is vitally for the empowerment of students and the development of a confident, competent workforce (Price et al, 2012). Elkington (2020) identifies assessment literacy as a key tenet of transforming assessment to enhance student success. The QAA emphasise the importance of fostering assessment literacy as vital to developing the confident, independent learners with academic integrity (QAA, 2018).

Five initiatives aimed at improving assessment literacy for all learners were implemented:

* Development of a standardised assessment brief, mirroring the format employed on BTEC course, to enhance accessibility.
* The use of discussion board for assessment questions as a method for improving equity in the sharing of assessment information.
* Mapping Assessment methods and strategies to ensure constructive alignment and scaffolding of key skills for assessment success.
* Mentoring support for module leaders to ensure alignment of learning and assessment outcomes.
* Workshops at each level of the course to explicitly develop assessment literacy (building on the work of Smith et al. (2013).

**Interesting literature related to the project:**

Elkington, S. (2020) *Essential frameworks for enhancing student success: Transforming Assessment*. Advance HE. Retrieved from: <https://www.advance-he.ac.uk/knowledge-hub/essential-frameworks-enhancing-student-success-transforming-assessment>

Price, M., Rust, C., O’Donovan, B., Handley, K. & Bryant, R. (2012). *Assessment literacy: the foundation of improving student Learning*. Oxford, The Oxford Centre for Staff and Learning Development.

Smith, C.D. et al., 2013. *Assessment literacy and student learning: the case for explicitly developing students ‘assessment literacy’*. Assessment and evaluation in higher education, 38(1), pp.44–60. 10.1080/02602938.2011.598636.

The Quality Assurance Agency for Higher Education. (2018) *UK quality code, advice and guidance: assessment.* Available at: <https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/assessment>. Accessed: 16/3/22.

***New standardised assessment brief template***

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| **Module Assignment Brief** |
| **Module Title:** |  |
| **Module Code:** |  |
| **Module Leader:** |  |
| **Formative / Summative assessment 1:** (\*\*\*\* % of Module Grade) |
| ***\*\*\* Brief, simple description of the Task\*\*\*\*****Word count: \*\*\*\* words (+/- 10%)* |
| **Deadline:** |  |
| **Feedback released:** |  |
| **Further Guidance** |
| ***\*\*\*\*Further, more detailed guidance. E.g. step-by-step guide\*\*\******This could include the following elements:****Top tips:**A successful assignment will have the following characteristics:*

**FAQs****Question**: **Answer**: Information about other forms of support, including 1:1 sessions for academic writing can be found here: <https://www4.ntu.ac.uk/student_services/study_support/writing/index.html>**Plagiarism detection**TurnitinUK plagiarism detection software will be in use on this module and your assessment will be checked for plagiarism. If you do not understand the citation and referencing conventions for your course, please check the module handbook and the University Citation and Referencing Guide. |
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| **Formative / Summative assessment 2:** (\*\*\*\* % of Module Grade) |
| *\*\*\*\* Add as many sections of the above format as needed (e.g. formative then summative assessments\*\*\*\** |

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| **Learning outcomes covered by this assessment***Learning outcomes describe what you should know and be able to do by the end of the module* |
| Knowledge and understanding. After studying this module you should be able to: |
| Skills, qualities and attributes. After studying this module you should be able to: |
| **Module Reading List** |
| *\*\*\*\* insert module reading list here (could be just core & recommended texts or specific texts to support with assessment \*\*\*\*\** |

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| **Assessment GBA Matrix** |
| **Criteria** | **Exceptional First** | **First** | **2:1** | **2:2** | **3rd** | **Marginal Fail** | **Fail Mid Low** |
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