

Area of Activity 3: Assess and give feedback to learners

A3 requires you to think about how you use assessment and feedback to promote learning. Assessment/feedback occurs in a range of situations (e.g. summative marking, individual tutorials, seminars, work placements, observations, lab demonstrations and other practical work).

Key features of A3:

- the relationship between assessment/feedback and learning
- the importance of assessment criteria for making informed judgements about learning
- evidencing your understanding about summative v. formative assessment
- the connection between learning outcomes and assessment (Constructive Alignment)

Relevant examples for A3 include:

- your contribution to ensuring assessment practices in your department are equitable and of a high standard
- how you engage with assessment criteria, questions and marking schemes when you are part of a marking team
- your engagement with electronic marking processes to improve student engagement with assessment and feedback
- providing group and/or individual feedback
- use of peer and self-assessment
- using formative assessment to help students improve
- engaging in formal quality assurance processes relating to assessment (including moderating meetings with colleagues)
- the use of feedback and feed-forward to improve learning and to develop learner autonomy

What literature might you look at for Area of Activity 3?

(Please note, there might be some overlap with other Areas of Activity)

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| <ul style="list-style-type: none"> • Links between assessment and curriculum design • Assessment for learning/Assessment of learning • Methods of assessment • Formative/summative assessment • Assessing group work • Assessing creative practice/oral work/presentations • Constructive alignment (and an outcomes based approach) | <ul style="list-style-type: none"> • Developing assessment criteria • Principles of assessment design (relevance, etc) • Methods of giving feedback (written, oral, using technology - screencasts/podcasts) • Plagiarism/poor academic practice • Peer assessment/feedback |
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Useful questions to answer when writing Area of Activity 3 of your PAT

- What are the main types of formative/summative assessment that you use with learners (both formal and informal)?
- How and why do you use these particular approaches and methods?
- How do you ensure that the assessment/feedback process promotes learning?
- Do the assessments you are involved with really assess that students have met the learning outcomes?
- Are the assessments aligned with the modules and programmes they sit within?
- To what extent do you believe that the assessments you are involved with are valid indicators of student learning?
- How do you ensure that the marking you do is reliable and consistent with other marking teams?
- How do you help students to understand what is required in the assessments you are involved with? Could this be improved?
- What methods of formative/summative feedback have you used and why (written, face-to-face, electronic, audio/video, etc)? Was there a pedagogic rationale for choosing that particular form of feedback?
- How do you ensure that your feedback enables your students to improve their work in future?
- How do you ensure that your assessment/feedback practices are fair (i.e. don't privilege certain students or groups of students within the cohort)? (Links to V1)