

# **Assessment Standards Knowledge Exchange, ASKe**

## **Evaluation Report**

**For submission to HEFCE May 2010**





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# Executive Summary

## Purpose

This main purpose of this evaluative report is to contribute to the final evaluation of the Higher Education Funding Council for England's Centre for Excellence for Teaching and Learning (CETL) initiative, in which a total of £315m was awarded to 74 CETLs nationwide over a five-year period. It seeks to address the aims and objectives of the HEFCE CETL initiative, provides evidence of the success of ASKe as a CETL (through measures of impact and effect) and identifies difficulties encountered together with the key messages that we believe should be continued and widely discussed.

## Introduction

ASKe (Assessment Standards Knowledge exchange) was established in 2005. We received a total of £4.85m funding to support the achievement of our CETL objectives. Initially £2m capital funding was used to design and build a fully equipped integrated learning space, including café, together with offices for student facing staff, presentation rooms, a teaching room, soft furnishings, PCs and high tech recording and presentation equipment to support individual and group work development. A further £350K supplementary capital funding was used for the refurbishment of the offices for the Centre's staff and the refurbishment of a social learning space for Technology and Engineering students. The remaining £2.5m (£500K recurrent funding over 5 years) was used to support ASKe in its aim 'to improve student learning through increasing transparency and understanding of assessment standards within evidence-based and innovative assessment practice shared effectively within a wide community of practice' by focusing on the specific objectives outlined below.

## Meeting objectives

### 1. Embed current evidence-based excellent practice:

The CETL award allowed ASKe to develop an authoritative, evidence-based voice on assessment and feedback and enabled the leadership and embedding of change. We have inspired and supported changes to assessment and feedback in almost all programmes in Oxford Brookes. We wanted to promote easy to implement innovative practices that were evidence based so we devised the ASKe 123 leaflets (ideas for change based on three easy steps). These leaflets proved to be incredibly popular across the HE sector, available for downloading from our website as well as available to order in hard copy (24,000 circulated to date).

### 2. Develop pioneering evidence-based practice:

We grew an effective research cluster of academics and research assistants, with a range of projects that led to the involvement of many staff (full and part time) as participants and researchers. 36 specific projects were completed/are nearing completion including 4 undertaken by visiting national/international academics. During the project 18 peer reviewed outputs were published in 'top international' (1), 'international' (11) and 'national' (6) journals, with a further 2 in submission.

### 3. Cultivate an inclusive community of assessment practice:

The bid depicted this objective as 'visionary and timely' which it has proven to be. Our work has aligned with on-going research throughout the world in developing thinking and ideas around the importance of communities and the interactions within them for the effectiveness of student learning and performance. ASKe focused on Oxford Brookes Business School which has large student numbers, spread across a range of courses, based mainly on a satellite campus. The fully equipped learning space has proven to be effective in cultivating community, providing a facility used extensively by students and staff for a variety of purposes. This has been complemented by a range of innovative community involvement initiatives and the Business

School has recognised the benefits by committing to the future funding of a number of such initiatives.

#### **4. Inform, inspire and support the wider community of HE staff and students:**

Involvement in the wider HE community has been a characteristic of ASKe. The expertise on which the CETL bid was based and subsequent developments provided a firm foundation on which to build an external reputation endorsed by the HE community. We targeted key dissemination hubs including subject centres, key conferences and networks to discuss issues and provide materials.

ASKe has also sought to provide an informed voice aiming to make a difference to the sector as a whole. To this end we facilitated the development and promulgation of the Assessment Standards Manifesto for Change, the Feedback Agenda for Change and presented evidence to the IUSS Select Committee on Students and Universities.

#### **5. Reward and recognise excellence in assessment:**

Beyond the hub of ASKe we provided annual fellowships, funding for projects and attendance at a number of conferences and funded the recruitment of two senior lecturers in Teaching and Learning to replace those staff seconded to work in ASKe.

There were also significant benefits for the Centre's staff, not only financial, but more importantly personal and professional development which in several cases led to promotion; during the period of the CETL the following awards/promotions/appointments were made:

2 National Teaching Fellowships

1 Professor and 1 promotion within the professorial grade

1 Research Area Leader.

### **Key Outcomes**

ASKe has been true to the CETL initiative. The funding, the encouragement to be experimental, the light touch control and a 5 year term together enabled creativity, development of ideas, generation of research evidence, a voice to challenge status quo thinking and practice in assessment and feedback and support for change in assessment feedback practice and processes. We went beyond the objectives set out at the beginning of the project. We took risks, showcased evidence-based pedagogy, raised the profile of pedagogic research and pedagogy, worked with a range of stakeholders and managed the opportunity well.

Much of the work that has developed over the last five years has led us to the conclusion that a re-conceptualisation of assessment and feedback is required to make a real difference to effectiveness, student satisfaction and efficient use of resources. Such widespread re-conceptualisation essentially needs cultural change which by its nature is slow and will take many years. Consequently we have proposed the reframing of assessment and feedback and many stakeholders within the Higher Education sector have endorsed this. But to maintain the momentum for change our messages need to be continued and widely discussed. In particular we would like to see the continuation of the following messages:

- Interactions within a learning community (Astin, 1993; O'Donovan et al, 2008) are of primary importance in enhancing the student learning experience
- Assessment and pedagogic literacy among staff and students are prerequisites for increased effectiveness of assessment and feedback (Price et al, 2010)
- Understanding and emphasising the relational and dialogic nature of feedback and its processes is crucial for effective student engagement and learning (Price et al, 2010)
- An integrated programme approach to planning and operating assessment and feedback processes supports effectiveness (and possibly efficiency) (Price et al, in press)
- There are no simple, quick and easy solutions to most assessment and feedback problems (Price et al, in press; O'Donovan et al, 2008)
- There are very few economies of scale available in assessment and feedback (Gibbs, 2006)

- Students need to actively use assessment standards in order to fully understand them (Rust et al, 2003)
- To be effective, assessment must be recognised as a joint responsibility between staff and students (Rust et al, 2005)

If the ASKe example is typical the CETL initiative has provided a rare opportunity to significantly develop ideas and practice and to reach a wide segment of the HE sector.

## Part one – statistical information

- a. Assessment Standards Knowledge Exchange (ASKe)
- b. Oxford Brookes University
- c. Contact: Professor Margaret Price, Director, ASKe Centre for Excellence in Teaching and Learning, Business School, Oxford Brookes University, Wheatley, Oxford, OX33 1HX. Tel 01865 485944. Email meprice@brookes.ac.uk
- d. Self-evaluation report submitted by Professor Margaret Price on behalf of the ASKe Team
- e. Project start date - June 2005
- f. Project completion - As agreed with HEFCE the current budgeted activities will end 31 October 2010 (the last payment received from HEFCE was December 2009). There is a commitment from the Business School to fund pedagogic research which will undertaken by the Research Assistants (see I below). Currently how they will be supported and mentored is under consideration.

The Business School has also committed to continue to support some of the community of practice activities, for example the employment of students.

- g. Lead Directors
  - Professor Margaret Price, June 05 – Oct 10
  - Professor Chris Rust, June 05 – Oct 10
  - Berry O'Donovan, Jun 05 – Oct 10
  - Jude Carroll, Jun 05 – Jul 08
  - Dr Karen Handley, Aug 08 – Oct 10
- h. Total amount of award
  - £2,000,000 capital
  - £2,500,000 running (£500,000 recurrent for 5 years)
  - £350,000 supplementary capital
- i. Capital was used for
  - Design and build of the Simon Williams Undergraduate Centre - a fully equipped integrated learning space, including café and soft furnishings, together with offices for student facing staff (programme support, student support co-ordinators, placements' advice and course managers), 2 presentation rooms with video recording equipment, a teaching room, over 40 PCs, and other high tech recording and presentation equipment to support individual and group work development.

Supplementary capital was used for:

- Refurbishment of offices for Centre's staff.
- Refurbishment of a social learning space for Technology and Engineering students

- j. As agreed with the university at the beginning of the project the learning space will remain in place for continued student (and staff) use, with the AV and IT equipment supported by the university. The offices will be retained for the continued use of Business School staff.
- k. Average number of staff employed:
- Academic – 1.7FTE Director and Deputy Directors
  - Administration – 3.6FTE
  - Other – (Research Assistants) 1.5FTE average; currently 2.3FTE
- l. Of current staff:
- 4 part funded academics will resume substantive full-time posts. Within their posts 2 academics will offer limited support to the continued work of the centre.
  - 1 full-time administrator will return to their previous role on an elected part-time basis.
  - The Business School has committed to funding a research cluster, and it is anticipated that 3 of the 4 part-time research assistants will continue their employment based in the Business School. We are reviewing the visa situation of the fourth.
  - The situation regarding 1 full-time and 1 part-time administrator is yet to be finalised. It is hoped that some role(s) will be available to support the future work of the centre, if not, that they will be offered employment within the university.
  - The project assistant will resume their undergraduate degree programme.

m. **Number of projects undertaken:**

36 Projects completed/nearing completion – full details – see Appendix 2

**Projects undertaken by Visiting Academics/Fellows (4)**

*Professor Anton Havnes (Oslo University College), What can feedback practices tell us about variation in grading across disciplines and programmes? £7,511*

*Neil Trivett (University of Tasmania), Review of marking cultures, £3,200*

*Professor Graham Gibbs (University of Oxford), Literature review on groupwork assessment, £5,000*

*Dr Peter Gray (US Naval Academy), Defining and testing a protocol for querying student and module level data, £6,472*

**Projects undertaken and completed by Brookes' staff (8)**

Investigating the formative use of Turnitin to foster an understanding of UK academic conventions. (March to Sept 2007), £2,500

Creating an interactive repository of exemplar coursework assignments annotated with feedback: how might students use them? £3,962

How to encourage the keen student: What types of assessments engage higher achieving students? Literature review; (Intervention project suspended), £2,780

Sitting exams in a second language, £2,390

Wiki Work: an analysis of how Wiki's might enable better collaboration for group assessment tasks, £5,567

Ensuring reliable assessment decisions in a distance learning post-graduate programme, £4,815

The Design of Social Learning Space at Wheatley Campus, £5,053

Developing students' presentation skills using theatre (continuing and extending previous project), £9,876

**Projects undertaken and completed by ASKe Research Assistants, (3)**

Understanding the undergraduate student perspective using audio diaries, [2<sup>nd</sup>/3<sup>rd</sup> years]

Marking, Dissertations, and Assessment Communities

Quantitative analysis of variations in module marks across the university

**Ongoing projects – Brookes' staff, (8)**

The adaptation of first year overseas undergraduate students to Higher Education, and the effect of a structured induction programme on their academic performance, £6,825

Development of bespoke automated feedback software for new modules, plus development of user documentation for potential transfer of feedback system outside School of Technology, £3,600

Students' experiences of transitioning to University, £5,000

Oral vivas as a form of assessment, £3,658

The benefits of coaching/mentoring on students' ability to work in groups, £3,445

Engaging students to learn with an adaptive summative strategy, £18,576

Enhancing Associates' understanding of the assessment standards, £4,443

Brookes' Alumni Mentoring Scheme, £3,980

**Ongoing projects - ASKe Research Assistants (10)**

Written feedback: do students understand it?

Literature review on how schools/FE/HE deal with specific methods – exams and essays.

Project on written feedback.

Understanding the undergraduate student perspective using audio diaries

Longitudinal study of students' experiences of assessment and feedback (diaries/poster montage)

Marking, Dissertations, and Assessment Communities

Staff experiences of 'coming to know' assessment standards at Brookes (audio/written diaries)

Evaluation of Module Assistant Scheme

Evaluation of the Business School's 'Face-to-face Feedback' project

Understanding the undergraduate student perspective using audio diaries

### **ACO projects undertaken and completed by Brookes staff (3)**

Online tutorial on plagiarism

Redesigning assessment for maths and computing; implementation of the on-line resource developed in 06/07, £1,581

General awareness rising. Introduction of Turnitin with PG engineering students, running workshops and information sessions for students, £5,600

General awareness raising via a range of outlets. Work on revising assessments. Workshops for staff and students, £5,611

### **n. Peer Reviewed Outputs**

During the project 18 peer reviewed outputs published in top international (1), international (11) and national (6) journals, with 2 in submission to top international / international journals. See Appendix 3 for details of all publications.

Price, M., Handley, K. & Millar, J. (2009) 'Feedback – focussing attention on engagement', accepted for publication in *Studies in Higher Education*

Price, M., Handley, K., Millar, J. & O'Donovan, B. (2009) 'Feedback- all that effort but what is the effect?', accepted for publication in *Assessment and Evaluation in Higher Education*

Morosanu, L., Handley, K. & O'Donovan, B. (2010) 'Seeking support: Researching first-year students' experiences of coping with academic life', accepted for publication in *Higher Education Research and Development*

Price, M., Rust, C., O'Donovan, B., and Carroll, J. (2010) 'If I was going there I wouldn't start from here – a critical commentary on current assessment practice' accepted for publication in *Assessment and Evaluation in Higher Education*.

Handley, K. & Williams, L. (2009) 'From copying to learning? Using exemplars to engage students with assessment criteria and feedback' accepted for publication in *Assessment and Evaluation in Higher Education*. August 2009

O'Donovan, B. (2009) 'Filling a pail or lighting a fire? The intellectual development of management undergraduates', accepted for publication in *International Journal of Management Education*.

Rust, C. (2009) 'Assessment standards: a potential role for subject networks' *Journal of Hospitality, Leisure, Sport, and Tourism Education*, Vol. 8, No. 1, 124-128 (On-line April 2009)  
Available at:

<http://www.heacademy.ac.uk/assets/hlst/documents/johlste/vol8no1/81Perspectives.pdf>

O'Donovan, B., Price, M. & Rust, C. (2008), 'Developing student understanding of assessment standards: a nested hierarchy of approaches', *Teaching in Higher Education*, Vol. 13, No. 2, 205-217

Price, M., O'Donovan, B & Rust, C. (2007), 'Putting a social-constructivist assessment process model into practice: building the feedback loop into the assessment process through peer-feedback', *Innovations in Education and Teaching International*, Vol. 44, No.2, 143-152

Rust, C. (2007), 'Towards a scholarship of assessment', *Assessment and Evaluation in Higher Education*, Vol. 32, No. 2, 229-237,

Rust, C. (2009) 'Assessment standards: a potential role for Subject Networks' *Journal of Hospitality, Leisure, Sport, and Tourism Education*, Vol. 8, No. 1, 124-128

Carroll, J. (2006), 'Plagiarism—a complex issue requiring a holistic institutional approach', *Assessment and Evaluation in Higher Education*, Vol. 31, No. 2, 233-245

- Handley, K. & Cox, B. (2007), 'Beyond model answers: learners' perceptions of self-assessment materials in e-learning applications', *ALT-J Research in Learning Technology*, 15, 1, 21-36. ISSN 0968-7769
- Mitchell, T. & Carroll, J. (2007), 'Academic and research misconduct in the PhD : issues for students and supervisors', *Nurse Education Today*. 28:2 , 218–26.
- Handley, K., Sturdy, A., Fincham, R. & Clark, T. (2006), 'Within and beyond communities of practice: making sense of learning through participation, identity and practice', *Journal of Management Studies*, 43, 3, 641-653. ISSN 0022-2380
- Handley, K., Clark, T., Fincham, R. & Sturdy, A. (2007), 'Researching situated learning: participation, identity and practices in client-consultant relationships', *Management Learning*, 38, 2, 173-191. ISSN 1350-5076
- Rust, C., O'Donovan, B & Price, M. (2005), "A social constructivist assessment process model: how the research literature shows us this could be best practice", *Assessment and Evaluation in Higher Education*, Vol.30, No. 3, 233-241
- Price, M. (2005), 'Assessment standards: the role of communities of practice and the scholarship of assessment', *Assessment and Evaluation in Higher Education*, Vol. 30, No. 3

### **Submitted 2010**

- Handley, K., Price, M. & Millar, J. (2009) 'Student engagement with assessment feedback: building a research agenda', submitted in October 2009 to *Oxford Review of Education*
- Handley, K., Price, M. & Millar, J. (2010) "From clones to heretics?": an investigation of how new academic staff come to understand and participate in the assessment practices of a UK Business School', submitted to *British Educational Research Journal*

### **5 other outputs which have not been peer-reviewed**

1. *Submission to the IUSS Committee's inquiry into "Students and Universities"*. During December 2008, ASKe responded to the invitation to provide a written submission to this enquiry and subsequently were invited, as part of a panel which also included Vice Chancellors and students, to give oral evidence to the Committee when it visited Oxford Brookes on 30 March 2009.
2. *123 leaflets* - 8 x 123 leaflets produced. Aimed at practitioners they highlight practical ways in which students' learning can be improved. Each leaflet focuses on a piece of assessment-related research and clearly states how that research can be applied to teaching practice in three easy steps. Subsequently we worked with the Oxford Brookes Student Union to produce 2 leaflets aimed directly at students.
3. *Feedback song* – working with a creative theatre company in 2009 we produced a song 'Another tick in the box' expressing students' worries about feedback and their relationship with staff; this song has been used extensively in workshops inside and outside Brookes and has prompted the production of further such resources.
4. *Subject Centres - publications* – our links with subject centres has led to invitations to write articles and chapters so support the material they provide. For example Price, M. (2007), 'Should we be giving less written feedback?', *Centre for Bioscience Bulletin* No 22
5. *ASKe Book* – a book is in preparation designed to bring together the development of ideas over the period of ASKe for dissemination across the HE sector. It will examine the conceptual underpinning and implications for the practice of assessment and feedback as part of the holistic context of learning and teaching. It will have a particular focus on designing assessment at programme level and the need to develop pedagogic and assessment literacies among students as well as staff.

**o. Events held to disseminate the message**

The ASKe team have made over 75 Keynote presentations and facilitated over 160 workshops, including international conferences and institutional learning and teaching conferences with numbers attending ranging from 50 – 150 (full details see <http://www.brookes.ac.uk/aske/keynotes+publications.html>). In addition we have hosted annual conferences on Plagiarism and Learning Space (the latter in conjunction with the Reinvention CETL) attracting 80 plus attendees at each, each year. We have also organised and facilitated a number of teaching and learning events available to all Brookes' staff.

**5 events that have been especially noteworthy**

1. *Weston Manor* – In November 2007, ASKe brought together its International Advisory Group (a group of seven world-class experts on assessment) and 30 national experts, subsequently named the 'Weston Manor Group'. The outcome of the meeting was 'Assessment Standards: a Manifesto for Change', designed to stimulate debate and to initiate change. Widely publicised, including THES lead article 24 April 08, the Manifesto has attracted great interest in the UK (adopted by 4 HE institutions) and overseas, with interest from the Australian Universities Quality Agency, Business Schools (for example in the Universities of Sydney and Queensland), the Australian L&T Council Fellowship initiative using it as a base from which to generate a set of propositions for assessment in higher education 'Assessment 2020, 7 propositions for assessment reform in Higher Education', and in America through the Alverno College. The Manifesto has featured in the Assessment Briefing prepared by the NUS for all institutional student unions and within Brookes has led to the development of the Assessment Compact.
2. *Annual Conferences* - Each spring/early summer ASKe has organised annual plagiarism meetings focusing on the institutional rather than the pedagogic aspects of student plagiarism and also, in conjunction with the Reinvention Centre (CETL), annual Space Symposia to explore new and innovative social learning space. These events have attracted international keynote speakers and delegates from around the UK and contributed to the debate on the design of learning space and plagiarism.
3. *Visiting Academic to Australia* – in March 2009 the Director of ASKe was invited as visiting scholar in the University of Sydney and to work with Professor David Boud, University of Technology, Sydney, expert on assessment. Activities included working with the University of Sydney's Institute of Learning and Teaching and with key academics and leaders from universities across Australia. Huge interest and support was generated for ASKe and the Manifesto throughout her visit, and vital links have been forged with the potential for ASKe's work to be encompassed and developed in major Australian institutions. At the same time contact was made with Dr Keith Willey from University of Technology, Sydney who has subsequently visited Oxford Brookes to demonstrate the software SPARKPlus (Self and Peer Assessment Resource). 40 colleagues attended 2 presentations and the software is being trialled in modules in 3 schools in the university. This software promises, and has been used in Australia, to support and monitor groupwork, peer assessment and moderation of assessment with very large numbers of students. We are looking to host a UK/European workshop to demonstrate the software to a wider audience.
4. *Feedback Academy* - Repeating the successful process of the Weston Manor event (see above) we brought together a group of 23 researchers (including from Scandinavia and Hong Kong) and writers with specialist expertise in assessment feedback for two days in June 2009. The outcome was 'Feedback - an Agenda for Change', and a number of supporting activities were additionally arranged. These included a Feedback Academy organised by ASKe and facilitated by national experts (including 2 from ASKe) held at Aston University in February 2010 for key decision makers (VCs, Pro VCs, Directors of Quality etc.) in six HEIs (3 Russell group and 3 post 1992 universities). This

pilot event was run to breakeven with a cost of £5000 per HEI. There will be a follow-up event in November 2010 and each participating institution is supported by one of the national experts in the further development of their institutional teaching and learning strategies with particular regard to feedback.

5. *Wheatley Carnival* – introduced in September 2008 this event was designed to engage fresher students with the Business School community at the satellite Wheatley campus and to encourage attendance at meetings with Personal Tutors/Academic Advisers. The event proved very successful and in 2009 was extended to include students from the School of Technology (also based at Wheatley). 74% of Business School student evaluations rated the event 7 out of 10 or above as part of their induction week programme, and Academic Advisers reported a significant increase in attendance of their 1-1 new student meetings held directly after the event.

## Part two – evaluative reflection

**Note:** In order to avoid repetition while at the same time providing a full account of the impact and effect of the ASKe CETL we have used the device of a summary table (Appendix 1) which summarises the activities, the audiences they reached and the evidence of impact/effect of each activity. Each activity is numbered and relevant activities are referenced in the text as illustrations of the achievements being discussed.

### Question 1

Please reflect on how effective your CETL has been in contributing to the objectives set out for the CETL initiative when it started. Be concise and do not exceed 1,000 words for the whole of the question

#### **i. To reward practice that demonstrates excellent learning outcomes for students.**

Reward was delivered in a variety of ways. ASKe provided rewards for those working within the Centre and enabled benefits to be spread to many constituencies within Brookes and the wider HE community.

There were significant benefits for the Centre's staff. Secondment (5.1) to work within the ASKe project not only provided financial rewards but, more importantly personal and professional development (2.7, 4.2, 5.4) which in several cases led to promotion. All members of the team had many opportunities for development (5.5). Opportunities to work with international visiting academics (2.5, 5.3.) enriched the work undertaken and allowed ideas to be shared and tested. The work undertaken led to the establishment of a cluster of pedagogic expertise and recognition of ASKe as a flagship for learning and teaching which, in itself and by association, provided a reward for its members. This enabled the team not only to support colleagues concerned about the quality of learning and teaching but also to represent them by providing an authoritative voice within the university.

Beyond the hub of ASKe the Centre provided direct rewards and opportunities for other staff. ASKe fellowships (5.8) were awarded annually, project funding (5.9) and support was provided, and conference attendance (2.7) was funded for several staff. Opportunities to involve new and associate staff and students in research projects were seen as a benefit by those particular groups (5.9).

There were many opportunities for indirect rewards for a wider group of staff through provision of the new social learning centre (3.2) which improved campus facilities demonstrably and through the introduction of new ideas and resources (1.7, 3.1, 4.10). The secondments instrumental in setting up the Centre led directly to the recruitment of two senior lecturers in Teaching and Learning (5.2) in the Business School raising the profile of learning and teaching and providing staff with excellent teaching practice for the benefit of students and other staff.

#### **ii. To enable practitioners to lead and embed change by implementing approaches that address the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning.**

Our response to question 2 sets out the extent to which we achieved our objectives and question 11 sets out the long lasting and embedded effects of ASKe. These show that we have inspired changes to assessment and feedback in almost all programmes (1.1, 1.10) in Brookes to effect the quality of student learning; increased the focus on the importance of community for effectiveness of student learning; shown ways in which community can be cultivated (3.1, 3.6, 3.9, 3.11); and

shared our understandings and 'know-how' very widely, nationally and internationally to stimulate discussion and change (4.1, 4.2, 4.8, 4.13, 4.14). The CETL award allowed ASKe to develop an authoritative, evidence-based voice on assessment and feedback and enabled leadership and embedding of change.

The legitimacy of the Centre to take a lead in the direction and process of change needed to be established following the award of CETL status. The structure of the work of the Centre, as set out in the bid, facilitated this process in a number of ways. First, the ability of the Centre to immediately share proven practice with practitioners (1.1, 1.3, 1.6, 1.7) demonstrated the position of the Centre as focused on evidence-based innovation and development. Second the involvement in networks and provision of talks and workshops (4.1) at external events and, in particular the production of easy to use resources (4.10) increased interest and trust in our work. The early establishment of two annual conferences on topics of particular current interest in the sector met with a good response (4.3). The research strand of the centre provided much of the knowledge that underpinned the expertise we could share. We built on our expertise as the Centre developed which enabled us to arrange international fora (2.1, 2.2) to broaden debate and action to improve the quality of student learning. External work established a reputation for the Centre which subsequently increased our influence within our own institution (1.10). Our internal reputation was also influenced by innovative initiatives undertaken within the university aimed at cultivating community (3.1).

### **iii. To enable institutions to support and develop practice that encourages deeper understanding across the sector of ways of addressing students' learning effectively.**

Our principle of always establishing a strong evidence-base before promulgating particular practice (1.1, 1.2, 1.5, 1.8, 1.16), and policy recommendations (1.10, 1.14, 4.4, 4.5) or providing expert opinion for a variety of audiences from subject centres to the media (4.1, 4.2, 4.13) was particularly important in developing a deeper understanding of addressing students' learning effectively. This principle has been carried through all our work, from the resources on our website (4.8) to the evidence to the IUSS select committee (4.6). The existence of a strong evidence base not only served to persuade our audiences of the effectiveness of the changes they were being encouraged to take up but also enabled them to begin to reassess and reframe the way they conceptualised assessment and feedback and, in some cases, the whole learning process. This was particularly notable in workshops that were focused on developing conceptual understanding rather than hints and tips (1.5, 4.1) or in policy papers with arguments and ideas fully referenced as in an academic paper (1.14, 4.2). A major ASKe initiative, the Brookes Assessment Compact (1.10), is derived from a strong evidence base and the related Assessment Design Intensives (1.6) depend heavily on the development of a deeper understanding of pedagogy.

### **iv. To recognize and give greater prominence to clusters of excellence that are capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions.**

ASKe has been very successful in this, building a reputation for leading edge development of ideas and practices. As described in ii and iii we sought to build prominence founded on an evidence-based ethos. Excellence has been consolidated with respected publishable research (4.2) which has raised the profile of expertise within the research community and led to further practical teaching and learning interventions. Publications, workshops and keynotes for subject centres, conferences, individual HEIs etc. (4.1, 4.2, 4.3) have raised awareness of the cluster of excellence across the sector. Two professorial promotions and two National Teaching Fellowships (5.1) were secured in recognition of learning and teaching excellence which added to the capability to influence practice.

Given ASKe's focus on assessment and the widespread problems with it and the debate about assessment standards within the sector, the interest in our work has been high. As a consequence we have taken the opportunity to take part in local and national debates on the topic (1.12, 4.15.).

**v. To demonstrate collaboration and sharing of good practice and so enhance the standard of teaching and effective learning throughout the sector.**

ASKe plans were to work locally within Brookes to share and embed practice during the first three years of funding before moving out to work with the rest of the sector. However the practice was significantly different with ASKe undertaking extensive and well received external facing work almost from the start of the funding period (1.20, 4.1).

In setting up the Centre we always intended to have strong external links to support our work through our international advisory group but this was extended to include a visiting professor, visiting international academics to work within our research cluster (2.5) and latterly specific expert groups (2.1, 2.2). We also sought to work with others to support their work and raise awareness of ASKe's work (4.16, 4.7). ASKe's directorate have worked extensively outside Brookes from delivering keynotes and workshops for sector wide audiences (4.1) to working with individual institutions (1.18, 1.19) and internationally (4.12). Our materials have been widely distributed and adopted (1.16, 1.18) which has increased our reach to practitioners, students and policy makers.

**vi. To raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximize student performance.**

ASKe's main objective was to improve student learning through sharing and applying an understanding of assessment standards within a broad community of practice. Consequently the need to work with and engage students in the learning community was central to our work. Through a range of initiatives both within and extra curricula ranging from involvement in research to supporting a student society we have sought to increase the level of student engagement (3.1, 3.3, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12). In addition we have worked with Brookes Student Union to prepare joint materials and events (1.11). Latterly we have been working with student representatives to instigate a cascade model of student run workshops to develop student understanding of the feedback process to enable them to become more effective learners (1.4).

Question 2

**Please set out the aims and objectives specific to your CETL at the start; and for each one reflect how well these have been achieved. Be concise and do not exceed 1,000 words for the whole of the question.**

Our aim was to

'to improve student learning through increasing transparency and understanding of assessment standards within evidence-based and innovative assessment practice shared effectively within a wide community of practice' by focusing on the following objectives :

1. Embed current evidence-based excellent practice
2. Develop pioneering evidence-based practice
3. Cultivate an inclusive community of assessment practice
4. Inform, inspire and support the wider community of HE staff and students
5. Reward and recognise excellence in assessment

## *1. Embed current evidence-based excellent practice*

ASKe adopted a range of strategies to reach different audiences at different stages of receptivity. These included direct interventions to change practice; lobbying; networking; participating in formal decision-making structures to influence and contribute to policy and communicating to raise awareness. Strategies operated both within the curriculum and extra curricula as well as focusing inside and outside Brookes.

### *Inside Brookes*

Direct interventions (1.1, 1.2, 1.8) generally led to immediate impact on the student experience. Individual practitioners introduced innovative proven practices (1.1.) and more sustainable change was embedded via programme teams (1.6, 1.14). Our focus on community building and involvement (see 3 below) focused mainly on students (1.2, 1.3, 1.4, 3.1) and a new module (1.9), focused on cultivating the learning community, brought forth three student run community building events (3.11). The new social learning space (3.2.) has facilitated interactions within and between staff and student groups. These have been further encouraged by cultural events within the space (3.7, 3.9).

Our research and increasing understanding of assessment issues led us to increase our focus on influencing policy thereby seeking more extensive change (1.10, 1.11, 1.12, 1.13, 1.14). A major institutional initiative to redesign all courses provided an opportunity to embed ASKe initiatives into programmes (1.14) and the development of the Brookes Assessment Compact (1.10) which when fully embedded will significantly change the student experience.

Other initiatives were designed to raise awareness and reinforce changes (1.16, 3.12, 3.13, 3.4).

### *Outside Brookes*

By closely working with other institutions ASKe's proven practice initiatives (1.1, 1.2, 1.20) were introduced to both FE and HE institutions. Latterly we have also run a Feedback Academy (1.19), based around the Feedback Agenda for Change (4.5), with six institutions seeking to improve their feedback practices and policies. In addition we have been working with 4 institutions who have chosen to adopt the Manifesto (4.4) to guide the development of their assessment practice.

## *2. Develop pioneering evidence-based practice*

ASKe established a research cluster of academics and research assistants (2.4) with a range of projects and outputs focused on building on and growing the pedagogic evidence base around assessment in order to improve practice and student experience. Research projects led to the involvement of many students and staff (full time and part time) as participants and researchers. This cluster has also facilitated the inclusion of novice researchers to design and undertake action research related to their practice (2.3). The cluster has been supported through writing workshops (2.4), ASKe seminar series (2.6) and collaboration with international researchers (2.5, 2.8).

The traditional outputs from the cluster were significant with numerous publications and conference papers (4.2). It also led to two fora of national and international experts (2.1, 2.2) to consider issues of assessment standards and assessment feedback both of which produced documents (4.4, 4.5) designed to generate discussion through out the sector in the UK and internationally.

### 3. *Cultivate an inclusive community of assessment practice*

The bid depicted this objective as 'visionary and timely' which it has proven to be. Our work has aligned with on-going research throughout the world in developing thinking and ideas around the importance of communities and the interactions within them for the effectiveness of student learning and performance. ASKe focused on Brookes Business School which has large student numbers, spread across a range of courses, based mainly on a satellite campus. We focused on developing the core of the learning community (students and staff). It was recognised that the culture change involved in cultivating community would be slow and require significant support provided in a variety of ways.

The use of CETL capital funding to provide a physical environment within which the community could flourish was achieved through building a social learning centre on the campus (3.2). Extensive research and investigation into the nature and design of social learning spaces was undertaken and ASKe worked very closely with the architects to develop this innovative space. It has proven to be effective in providing a facility used extensively by students and staff for a variety of purposes, such as groupwork, personal tutor meetings, exhibition space, staff socials, careers fairs, presentation practice, extra curricula study support, collection and return of coursework. Virtual community space was also explored, but we largely engaged with university projects focussed in this area.

To further support the development of the social environment several initiatives aimed at involving both students and staff more extensively in the community were introduced (3.1, 3.2, 3.6, 3.8, 3.10, 3.11). To further facilitate and cement a changing culture a series of annual social events (3.9) were supported and changes in curriculum (1.9) introduced.

### 4. *Inform, inspire and support the wider community of HE staff and students*

Involvement in the wider HE community has been a characteristic of ASKe. The expertise on which the CETL bid was based and subsequent developments provided a firm foundation on which to build an external reputation endorsed by the HE community. We sought community engagement (4.1, 4.2, 4.8, 4.9, 4.10, 4.13) and collaborated to build a SIG on assessment practice (4.14). We targeted key dissemination hubs including subject centres (4.16), key conferences (4.11) and networks to discuss issues and provide materials (4.14). As well as going out from the Centre we sought to bring external staff and students in, initiatives here ranged from accommodating and working with international visiting academics/researchers for extended periods (2.5), to welcoming a flow of visitors from other HEIs interested in the ASKe social learning centre (3.2).

ASKe has also sought to provide an informed voice aiming to make a difference to the sector as a whole. To this end we facilitated the development and promulgation of the Assessment Standards Manifesto for Change, the Feedback Agenda for Change and presented evidence to the IUSS Select Committee on Students and Universities (4.6).

### 5. *Reward and recognise excellence in assessment*

See question 1

### Question 3

**Please add any objectives that emerged as the CETL developed, and reflect on these as for question 2 (500 words maximum).**

As our work developed it became clear that some fundamental issues relating to assessment and feedback needed to be addressed. Rather than trying to 'mend' assessment within the same framework we sought to address changes needed at a policy level. This meant that the interpretation of some of the objectives identified in the bid were broadened or narrowed from work initially envisaged. For example we narrowed our work in cultivating community to focus on cultivation of the core rather than the full membership of the community because we considered it necessary to build strong bonds between core members before concentrating on cultivating the involvement more peripheral participants (e.g. employers, professional associations). However we broadened our work in the HE community as we had formed the view that the only way to truly to address assessment and feedback issues is to reframe the role and conceptualisation of assessment and feedback which led us to facilitate collective events for groups of (inter)national experts to consider the long term developments needed.

To follow this to a logical conclusion ASKe needed to seek to persuade the sector that assessment and feedback issues could only be properly addressed by rethinking the nature of the problems and looking for more 'radical' solutions. This objective, to stimulate debate across the sector as a first step in bringing about change in policy and practice, could be construed as being additional or an extension of objective 4. (See Q2, section 4 above). As with other ASKe objectives we acknowledge that the change sought is one that may only be achieved over the long term and involves a cultural shift. The debate has been stimulated (4.4, 4.5, 4.6, 4.7, 4.13, 4.17) but needs further impetus to be maintained and acted upon.

### Question 4

**Irrespective of your answers to questions 2 and 3 above, please reflect on, and draw out the achievements and benefits of the CETL (1000 words maximum) (Think about different audiences, types of output, impact internal and externally, on professional / staff development, on student learning, work over an extended period, use of money for facilities development etc.)**

ASKe has been true to the CETL initiative. The funding, the encouragement to be experimental, the light touch control and a 5 year term together enabled creativity, development of ideas, generation of research evidence, a voice to challenge status quo thinking and practice in assessment and feedback and support for change in assessment feedback practice and processes. Many of the specific achievements and benefits of our initiatives and their effect and impact (see Appendix 1) have been included in other sections. So here we aim to highlight more general achievements, benefits and effects of ASKe.

#### *We took risks*

In the spirit of the CETL initiative we were creative and took risks. Our bid balanced the need to deliver real and effective change to the student learning experience through proven practice with the need to provide a robust evidence base for development work and experimentation in the cultivation of community. It was the experimental aspect of our work that carried risk. First, at the point it was proposed, community was not commonly seen as being important to the academic achievement of students and second, the problematic nature of measuring the impact on the cultivation of community. We followed through what we set out in the bid with rewarding results. As noted above (Q2, section 3) the importance of the role of community and interactions has now been more widely acknowledged in the academic achievement of students (see Astin, 1993; Rovai, 2002). ASKe has contributed to the thinking in this area particularly in relation to a

theoretical rationale for this effect (O'Donovan et al, 2004). In addition, the requirement to evaluate community building initiatives has led to the development of innovative but robust research methods designed to capture their effects (Morosanu et al, in press). The longer than usual funding period provided a viable window in which to start meaningful community building which could undergo an initial evaluation. Although five years is still too short to see such significant culture change fully embedded, the seeds of change are germinating and the Business School is persuaded of the effect to the point of continuing to fund student involvement initiatives.

#### *We showcased evidence-based pedagogy*

One of our main principles was to use evidence-based initiatives which we carried through in all our publications, materials and work with practitioners (e.g. 1.1) as well as in the design of the social learning space. This had several beneficial effects, first many practitioners were very receptive to new ideas because they were provided with an evidence base, second a requirement for an evidence base meant that we more readily questioned our own assumptions (illustrated in our series of published papers (4.2) and those of others and, third there was a clear link between the pedagogic research we undertook and an impact on the student learning experience (1.8, 2.3).

#### *Raised the profile of pedagogic research and pedagogy*

We contributed to raising the profile of pedagogic research in higher education both within our own university and the wider sector (2.6, 4.1). We sought to publish in high quality journals (4.2) and present at established conferences. Our work re-emphasised the relationship between conceptual and theoretical pedagogy and its importance for practice.

The use of evidence-based pedagogy in workshops and materials also served to raise the importance and profile of pedagogy for practitioners and policy makers who either only had very limited knowledge of key pedagogic theories and concepts or who had very limited time or incentive to develop their knowledge through CPD. Despite being based in a Business School we never saw our work as discipline specific and our engagement with the sector was always undertaken within a conceptual framework with examples of practical application which would enable policy makers and practitioners to tailor new ideas to fit their specific contexts (4.10).

#### *We worked with a range of stakeholders across the sector*

We used networks effectively to raise interest in the work and messages of ASKe and identified key hubs of activity such as the NUS (4.7) and subject centres (4.16.) as important to reach key stakeholders. We also used networks to share and build ideas for the benefit of both ASKe and the networks themselves (4.14, 4.1).

#### *We managed the opportunity well*

The management, organisation and strategy of ASKe was designed to reach several audiences (internal and external), through a variety of outputs with the aim of achieving a range of outcomes for staff, students and institutions (e.g. 4.10, 4.7, 4.4). This worked extremely well and was developed by drawing on prior experience of learning and teaching project management. The need to reflect on the extent of success and identify where more work or different approaches were needed was important in making the Centre successful. We also applied the theoretical concepts used to underpin our substantive work to the management of the Centre. Community principles were central and these were helped significantly by the use of the second round of CETL capital funding to secure and renovate a suite of offices for the ASKe team.

ASKe also provided staff with opportunities for future development (5.4) or for recognition of contribution (5.1).

## Question 5

**Have there been any disappointments in how the CETL has developed/what it has achieved. What are they, why did they happen? (600 words maximum)**

*Disappointments in how ASKe developed.*

- There were no major disappointments in development due mainly to a great team with a focus on the objectives and the extent of self determination granted to the CETL.
- There were some minor disappointments. The opportunity that the CETL funding afforded was to constantly review learning and develop ideas. ASKe was very effective in this (2.3) and consequently it generated a lot of ideas but it could not pursue them all. Where we would have liked to have developed work but couldn't was usually because of time rather than money, the work often needed people with the right level of expertise who were usually already committed to the project in other ways or not readily available.
- In the final stages of ASKe there is great disappointment that despite the need for further work to develop practice in the field of assessment and feedback to address issues across the sector it is only the research aspect of ASKe that has attracted funding for continuation. While the work of ASKe has been founded on an evidence base it has also built up considerable knowledge relating to the nature of practice and a knowledge of effective change processes that is in danger of being lost.

*Disappointments in what was achieved. What and why did they happen?*

- Practitioners' capacity to engage in pedagogic research. Staff were offered opportunities to bid for resources (largely hours) to undertake pedagogic projects (2.3). We invited staff to undertake projects to improve student learning that added to the understanding of learning and teaching. Unfortunately, although staff were provided with resources and support from the research cluster, some projects failed to come to fruition despite support from the ASKe team. Failure was sometimes due to other pressures on staff and their time or their underdeveloped capacity for research which needed more time to be fostered.
- We had hoped to create a 'discussion' space for interested individuals to contribute new ideas and evidence based views through the production and publication (on the ASKe website 'Assessment Perspectives') of short opinion pieces (4.8) on a wiki to allow others to respond and develop ideas. Unfortunately, although through the assessment SIG (4.14) some pieces were produced and discussed this proved to be an idea that needed a lot of time and support to make it happen. There were also concerns about having a public wiki and we were encouraged by Brookes to restrict access to a 'membership' group which made involvement in the enterprise more difficult.

## Question 6

**Please reflect on the difficult and easier aspects of getting the CETL going and of getting your messages across. For example: Has action/change followed; where and why did you meet success or resistance. What worked, how did you discover this, how do you know it worked? (1000 words maximum)**

*Getting going - Difficult aspects*

- The responsiveness of some university systems (securing offices, recruitment processes, release of staff from teaching and other commitments etc.) to the limited lead time for set up meant that the Centre could not be fully operational until after the start of the funding period.

- Focus on capital expenditure limited the development of other community initiatives in the early period of ASKe.
- Lack of clarity about the position of ASKe in the university structure: i.e. did we 'belong' to the university or the business school? (The celebration of the success of the bid by the VC at the time was indicative of this – it included the senior management team and estates staff but none of the bid writers i.e. the main CETL staff, or representatives from the school). Consequently it was often unclear which systems we had to follow and who could/should authorise initiatives. For example the central university managed/sponsored the building of the social learning space including managing, without consultation, the capital budget. ASKe wanted student input into design so was resolute in remaining closely involved in building design decisions. Unfortunately we were not party to changes to these in later stages. We also had to negotiate hard with senior management to achieve a bid commitment to use Brookes Restaurant which was very important to the concept of community building.

On completion of the building choosing and installing equipment ( IT, AV, Catering) and furniture became the responsibility of ASKe but this proved difficult as we were not part of the 'normal' infrastructure and not recognised as an established purchaser.

We have largely managed this tension by trial and error but our location on a satellite campus has meant that in the first few years when the university did not seek a contribution to central university work we were left to work from within the Business School but without the benefit of a significant university acknowledgment of the broad relevance of our work on assessment for all schools. We sought to mitigate this through OCSLD involvement (see below) and, in later stages, a change in institutional leadership has led to greater acknowledgement and role in the university.

#### *Getting going - Easier aspects*

- The ASKe team includes staff from OCSLD, a central university service with remit for learning enhancement, and therefore networks were already established and enabled early work with staff on embedding proven good practice.
- ASKe's academic team had worked together for several years and had a strong background in theory and practice together with a strong commitment to development of an evidence based approach to assessment practice. HEFCE funding offered the opportunity to increase the pace and extent of the work on a very firm foundation.

#### *Getting our message across - difficult aspects*

- Our understanding of the complexity of assessment meant that we knew that there were no simple answers. We were trying to get a complex message across in a world seeking easy solutions or easy wins especially in relation to student satisfaction.
- The practices of teaching and assessment are often seen as 'common sense'. Tradition and intuition were found to be powerful barriers to change and often seen to trump research evidence.
- The focus on research targets emphasising subject disciplines rather than pedagogy severely constrained widespread engagement with pedagogic issues.
- At national level it is difficult to identify and get access to the relevant stakeholder(s) to discuss ideas for major change.

## Getting the message across - Easier aspects

- Largely we had a receptive audience; assessment and feedback are high profile due to NSS results. Within our own institution a change in senior management led to greater recognition of the value of the work of ASKe and greater opportunity to influence strategic direction.

*What worked, how did you discover this? How do you know it worked?*

- Working with programme teams rather than individuals within Brookes.

In the early life of ASKe we worked directly with individual practitioners to adopt innovative practices (1.1, 1.2). This had a high success rate. However by year three it became clear that this did not provide sustainable outcomes e.g. changes in individual's responsibilities meant initiatives were not continued. We changed our approach to work with programme teams. At first this proved difficult as there was no formal communication route to all programme teams except at validation and periodic review (every 5 years). Fortunately a university wide initiative aimed at the redesign of all programmes facilitated this (1.14).

In seeking to achieve change across the sector we initially worked with subject centres to provide workshops (4.16) but with a view to making sustainable change we have increasingly worked with individual institutions (4.1, 1.18, 1.19.1, 1.1) and encouraged a programme focused approach.

- Using a multifaceted approach to engineering change.

We knew from previous projects (e.g. FDTL) that one change initiative alone is unlikely to be as effective as several aimed at different stakeholders and levels of the organisation, particularly if the change that is being sought will have a significant impact on university systems or policies as well as practices. In the initial stages of ASKe we began to understand that the changes required to support the sharing of assessment standards were far reaching and required long term cultural change (longer than the 5 year funding period). Consequently we planned, and took opportunities, to influence institutional policy makers, change agents within the institution, the students union, practitioners and students. This was mirrored at national and international level as far as possible.

- Evidence-based, easy to implement change proposal for practitioners and students.

We wanted to promote easy to implement innovative practices that were evidence based so we devised the ASKe 123 leaflets (ideas for change based on three easy steps). Each leaflet provides information on the evidence base e.g. published research. The 123s proved to be incredibly popular, available for downloading from our website; they were also available to order in hard copy (1.16).

## Question 7

**Has your CETL adopted/used/been based around any specific theories, e.g. of change, or of student learning? If so, what, how have these underpinned your work, have they been useful? (1000 words maximum)**

Our claim for excellence was based in prior research which had been undertaken through the lens of social constructivism, theories of knowledge management and situated learning. A theoretical model of approaches to sharing assessment standards with students (O'Donovan et al, 2008), developed by the bid writers (subsequently within ASKe directorate) was used to frame our bid and this, alongside other theoretical models and constructs (Rust et al, 2005), has been used to

shape the work of the Centre providing a basis to work with both practitioners and policy makers. The models have been published in international refereed journals and their use has been extremely useful to support the understanding of a complex area of investigation and practice such as assessment and feedback.

The work of ASKe has been entirely centred on the development and use of a theorised evidence base, not only to develop further research but also in the selection of practices promoted to practitioners. In working with others and seeking to bring about changes in practice and policy we have found that a theoretical, evidence-based approach has been well received as well as effective in persuading others of the need for change and of the means to change. Through the development of conceptual understanding rather than merely through the provision of techniques and formulaic approaches we enabled individuals and teams to apply the concepts in a way that suited the context of their subjects and institutions. We also anticipated that it will support more sustainable change.

In line with this approach, all our materials e.g. 123 leaflets (1.16) and resources for our website (4.8) are all based on robust and referenced evidence of effectiveness. Accordingly our proposals for change and improved practice are based on sound published evidence e.g. all our presentations and workshop materials are appropriately referenced to add weight to the argument. We believe this has led to greater credibility of ASKe's work. Appendix 1 includes some information on the evidence base used to justify activities and initiatives.

The proven practices promulgated by ASKe largely have their roots in social constructivism (Vygotsky, 1978) and an academic socialisation (Lea and Street, 1998). In the last five years these have also been influenced by the work on graduate attributes (Barrie, 2007), ideas of pedagogic literacy/ pedagogical intelligence (Hutchings, 2005; Sadler, 1989; Price et al, 2010) and engagement (for example, Bryson and Hand, 2007; Fredericks et al, 2004; NSSE, 2009)

ASKe's work in cultivating community to develop understandings of assessment standards is grounded within situated learning (Lave and Wenger, 1991) and has been also been shaped by the work of Astin (1993) with a focus on interactions and density of interactions and other work on community (for example, Rovai, 2002). ASKe research has also used social network theory to understand the nature and operation of community. We have also used novel but relevant research methodologies to explore issues of sharing standards and community (for example, Situational Analysis, Clarke, 2005).

In terms of seeking to bring about change in the student experience the ASKe team have been mindful of the theories of change, especially being able to draw on our disciplinary background in business and management. We have not sought to follow one model slavishly but used key principles of change management to seek to achieve and embed change. For example we have always been mindful of the need to engage champions and leaders at all levels in the organisation using a range of techniques and to involve the community at an early stage to ensure buy-in to any change process undertaken.

## Question 8

### **Reflecting on the last five years what other important messages are there that you want to convey about your CETL - its successes, difficulties, impact etc. (1000 words maximum)**

ASKe has contributed to greater understanding of assessment standards and processes. Our activities described in other sections hopefully convey how we have shared that learning with others and had an impact on student learning. In the process of running and managing ASKe we have also learnt about how the change in teaching and learning policy and practice can be encouraged and shaped. Involving all stakeholders, particularly students, in the endeavour of

change is important so we have sought to work with all stakeholders in the change process, in particular working with Brookes Student Union and NUS to support them in raising the student voice.

The nature of the change we were attempting was largely cultural and would inevitably need long term attention. We did this in the hope that the momentum would be unstoppable after the end of funding. At this stage we are not sure we have reached that point and are concerned about the sustainability of the change process. Within Brookes there is some momentum for the changes. In the wider sector rethinking assessment and feedback has been adopted in some institutions but there is a need for permanent and influential bodies to follow this type of change through and they need to take up the baton.

We have found that ideas, rather than proposing prescriptive methods, have been the best way to inculcate change, allowing practitioners and institutions to contextualise new approaches. The Assessment Standards Manifesto and Feedback Agenda for Change promoted discussion about big ideas which have been adopted for practice in a number of ways (1.18, 1.19)

Finding the voice of the CETL also took some time. We found, along with many other CETLs, that our messages were heard outside our institutions long before they were received within our own. It is indeed difficult to be a prophet in your own land unless someone from your own land hears your voice elsewhere or is told by someone abroad.

One difficulty we had to overcome was accepting that successful embedding meant that we had to let go of initiatives and probably let someone else take the praise. This was made easier through the light touch CETL approach so that we didn't have to closely account for resources or accumulate all the wins made by the project. Related to this was the opportunity to build capacity and use resources to follow up big ideas developed through research and theoretical underpinning (4.4, 4.5).

We always knew that evaluation of much of the work we were undertaking would be difficult. Measuring cultural change and the impact of any such change on the student experience is hugely complex and causal effects are difficult to establish. The complex problem of assessment that operates within a dynamic and multifaceted environment means that it is difficult, if not impossible to use simple measurable solutions to achieve effective long term change and therefore considering effect of 'messy' initiatives rather than impact is more appropriate. The varied indicators of these effects suggest new ideas are beginning to take hold.

## Question 9

### **Reflecting on the last five years what important messages are there that you want to convey about the experience of being part of a wider 'movement'/experience of other CETLs. (600 words maximum)**

Our experience of being part of a wider 'movement' of CETLs has been largely conceptual rather than based on activity. We have had two close links, one with the AfL CETL in Northumbria, based on our joint interest in assessment, and one with the Reinvention Centre, based on location in the same institution and having a member of staff involved in both CETLs. In particular we worked jointly with the Reinvention Centre to organise an annual symposium on learning spaces. These links gave us opportunity for informal discussion of issues, progress, etc. Beyond these we attended national and regional CETL events and were part of a range of pedagogic networks in which other CETLs had a voice. We were never aware of any facilitation or attempt to develop a CETL movement where CETLs would act together.

Although our direct connections were limited, our awareness of the other CETLs work and HEFCE's objectives set for the initiative meant that we saw our work within the context of the broad goals of all CETLs, especially raising the status of learning and teaching (4.11, 4.12, 4.13).

## Question 10

**Please reflect on work emerging from your CETL that has been ‘transferable’, i.e. useable beyond the home audience for which it was originally developed. (You may wish to comment in terms of materials produced, a community created, understandings that CETL work has illuminated and which are useful to others, etc) (1000 words maximum) It would be useful to hear ‘messages’ and lessons learnt that you would like to continue to be disseminated.**

Although Brookes provided the seedbed for testing innovative practice the development of initiatives were never narrowly focused for use in Brookes alone. As already described in question 2, section 4, we have always had an external focus to much of our work, seeking to engage the wider HE sector in developing greater conceptual understanding of assessment issues and awareness of change initiatives that institutions and individual practitioners can undertake. We have supported this work by targeting a range of stakeholders with differentiated media to communicate a set of co-ordinated messages. Of these approaches we believe the 123 leaflet (1.16.) had the greatest impact on practitioners, the Manifesto (4.4.) and Agenda (4.5.) have stimulated discussion in the sector and the Brookes Assessment Compact (1.10.) will, in the long term, make a significant difference to the student experience.

Much of the work that has developed over the last five years has led us to the conclusion that a reconceptualisation of assessment and feedback is required to make a real difference to effectiveness, student satisfaction and efficient use of resources. Such widespread reconceptualisation essentially needs cultural change which by its nature is slow and will take many years. Consequently we have proposed the reframing of assessment and feedback and many stakeholders within the Higher Education sector have endorsed this. But to maintain the momentum for change our messages need to be continued and widely discussed. In particular we would like to see the continuation of the following messages:

- Interactions within a learning community (Astin, 1993; O’Donovan et al, 2008) are of primary importance in enhancing the student learning experience
- Assessment and pedagogic literacy among staff and students are prerequisites for increased effectiveness of assessment and feedback (Price et al, 2010).
- Understanding and emphasising the relational and dialogic nature of feedback and its processes is crucial for effective student engagement and learning (Price et al, 2010)
- An integrated programme approach to planning and operating assessment and feedback processes supports effectiveness (and possibly efficiency) (Price et al, in press)
- There are no simple, quick and easy solutions to most assessment and feedback problems (Price et al, in press; O’Donovan et al, 2008)
- There are very few economies of scale available in assessment and feedback (Gibbs, 2006)
- Students need to actively use assessment standards in order to fully understand them (Rust et al, 2003)
- To be effective, assessment must be recognised as a joint responsibility between staff and students (Rust et al, 2005)

## Question 11

**How will the work and achievements of your CETL continue after HEFCE funding ends (1000 words maximum)? Please reflect on how far you think CETL work has become embedded in your institution or discipline and indicate if any structures have been put in place to ensure its legacy is not lost (1000 words maximum)**

### *Continuation*

Given the sector's need for further development in assessment and feedback practices to address student satisfaction, massification and effectiveness issues ASKe has been exploring the availability of continuation funding for more than a year. The outcome of these efforts is limited.

The Business School has agreed to fund research assistants' time for the next three years by which time this must become self-sustaining. This funding is conditional on the research undertaken being broadened beyond assessment feedback to encompass a wider learning and teaching portfolio and that research outputs are directed more towards the Business and Management discipline area. While this funding is welcomed it is disappointing that the specialist expertise that has been built within the CETL is likely to be diluted and less widely disseminated in the sector. Currently how the research assistants will be supported and mentored is under consideration. We have also submitted research bids which will, if successful, also provide some security for the research strand of the Centre.

Unfortunately, we have not secured any further funding for other more practice focused strands of ASKe work which draw on the evidence base to develop initiatives that change practice and improve student learning. Despite our commitment to enhancing learning being undiminished we cannot at present see how ASKe can continue to produce 123 leaflets for practitioners, develop and foster national initiatives such as the Assessment Standards Manifesto and Feedback Agenda for Change, work with subject centres to provide workshops and articles for practitioners and work with our student union and the NUS to promote change.

### *Embedded work*

Appendix 1 shows how many of the ASKe initiatives have had an effect on practice, pedagogic literacy and policy. Here we would like to highlight some of the most significant effects:

- Within Brookes ASKe has provided the focus on assessment and feedback reform which has led to widespread changes based on a programme approach to the design and implementation of assessment and feedback practices. These changes have been introduced to most programmes (UG and PG) as a result of ASKe initiatives (1.14, 1.6, 1.10). Most of these changes will be fully embedded when the courses are run from September 2010. The embedding of the Brookes Assessment Compact is seen as a long term initiative and there will need to be on-going work along with on-going evaluation of its effect to bring about the vision it sets out.
- The Business School have recognised the benefits brought through community interventions (3.1-3.13) and has committed to take over the support (financial and administrative) of many of the community initiatives set up by ASKe which will ensure they become firmly embedded in the school community and thereby sustaining the impact on the student experience.
- As a result of ASKe (and FDTL) work on engaging students with assessment feedback, developing pedagogic literacy and building the density of staff/student and student/student interactions, the Business School and ASKe have co-funded initiatives enabling formal face to face feedback dialogue (1.8) for students at critical points within their programmes.

- The effect of the social learning space (3.2) will continue providing a physical hub for community development on the satellite campus. Its success is being emulated in new developments in Brookes and other institutions.
- Outside Brookes, promotion and promulgation of the Assessment Standards Manifesto (4.4) and Agenda for Change (4.5) will remain in the public domain and may still stimulate debate and change. The ASKe directorate will still seek to make reference to the documents and the ideas in their research and knowledge transfer work which they undertake in their established roles within Brookes and the HE community. The evidence provided for the Select Committee has been used to prepare its final report and this is now available to be used by government in determining policy.
- Where ASKe has worked with individual institutions (in UK and abroad) (e.g.1.19, 4.12.) it is expected that the institution will have in place mechanisms to ensure that change will be embedded.

#### Question 12

##### **Do you think there are any emerging aspects of your CETL activity that will have greater importance in the future? (600 words maximum)**

As already explained many of the changes promoted by ASKe will take long periods of time to become embedded consequently ASKe expects (hopes) that the importance of its work will grow as ideas are shared further. In particular we believe that that our work has:

- provided an evidence base for a sector hungry for solutions to assessment and feedback problems
- raised the credibility of the evidence base and demonstrated its usefulness
- produced a Manifesto and Agenda for Change aimed at stimulating debate in the sector (nationally and internationally)
- provided concepts and principles rather than recipes as a basis for change allowing ideas to be contextualised within disciplines and institutions thereby facilitating embedding for the long term
- introduced community initiatives (to continue in the Business School) that will continue to provide examples of approaches to cultivating community for other institutions and departments as such cultivation is increasingly recognised as important.

All these outcomes have potential to provide the sector with ideas and directions for future development that could change the face of assessment and feedback in higher education.

#### Question 13

##### **Any other comments (600 words maximum)**

If the ASKe example is typical the CETL initiative has provided a rare opportunity to significantly develop ideas and practice and to reach a wide segment of the HE sector. However despite the efforts to avoid the limitations of project funding by seeking to embed changes over a longer period it still seems that many of the benefits and intellectual capital developed will not be captured for the long term. The investment will not be fully leveraged. At present there is no formal mechanism to capture the learning and useful outputs from CETLs. Could the evaluation process identify a means to capture learning on a thematic basis?

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## Appendix 1 - Objectives of ASKe and table of activities undertaken.

Note: some activities fall under more than one heading are shown under the most relevant

### Objective 1: Embed current evidence-based excellent practice

	Activity	Audience	Impact / Effect
<b><i>Inside Brookes: Direct interventions</i></b>			
1.1	<b>Pre assessment intervention</b> – pre-assessment intervention known to significantly improve student performance in assessment (Rust et al 2003)	S (&P)	Over the first three years of the project, this was introduced in all undergraduate programmes within the Business School, the Masters in Business Administration (MBA) and within departments across 5 other Schools within the university. In 2009, the Brookes Assessment Compact was written which includes a commitment (Para 2.6) that all "Programmes include activities (e.g. marking exercises, self and peer-assessment, etc.) specifically designed to involve students in assessment, to encourage dialogue between students and their tutors, and students and their peers, and to develop their abilities to make their own informed judgements (assessment literacy)." The Compact was implemented in September 2009, and over the last year ASKe has worked with OCSLD (Oxford Centre for Staff Learning and Development) to support Schools in the development of their programmes to meet its requirements. The intervention should therefore be experienced by many, if not all, undergraduate students - and certainly be impacting on thousands of students in Oxford Brookes University (OBU).
1.2	<b>Peer Assisted Learning</b> - (PAL - more experienced peers supporting groups in particular modules) known to improve student study habits (Price and Rust 1995) and develop employability skills of PAL leaders (Price 1997).	S	Currently offered across 4 Schools (of 8) within the university, including 22 modules in the Business School, the significant majority of which are compulsory to first and second year students, and therefore the opportunity to participate is available to over 1500 students. It is also offered in 4 modules in the School of Technology as well as in the Schools of Life Science and Built Environment. The number actively participating does vary, but there is also a significant benefit to the students employed (16 per semester in the Business School alone), who

	Activity	Audience	Impact / Effect
			not only benefit from the experience gained as a PAL facilitator but also have become more involved in the School academic community. The Business School has committed to continuing this initiative post CETL funding.
1.3	<b>Action research</b> – ASKe has been able to fund a number of projects undertaken by staff and students, both of whom act as researchers and participants. A full list of projects is shown in Appendix 2 and examples of projects recently and currently undertaken are:	P, S	Details on each project are available on request (but see Appendix 2 and examples below)
1.3.1	<ul style="list-style-type: none"> <li>• ‘Oral vivas as a form of assessment’</li> </ul>	P, S	47 students were involved in the project. The module leader, Gabor Lukacs presented at the HEA BMAF subject centre’s annual conference ‘Assessment and Assessment Standards: Challenges for Business Education’. An abstract has been submitted to the Brookes’ Learning and Teaching Conference – outcome not yet known
1.3.2	<ul style="list-style-type: none"> <li>• ‘The benefits of coaching/mentoring on students’ ability to work in groups’</li> </ul>	P, S	162 students - staff teaching attended a facilitation exercise given by a qualified coach and are supported by one of our Research Assistants whose Masters dissertation was in this subject area. An abstract has been submitted to the Brookes’ Learning and Teaching Conference– outcome not yet known
1.3.3	<ul style="list-style-type: none"> <li>• Marking, Dissertations, and Assessment Communities</li> </ul>	P, S	Report delivered to OBU Business School Academic Enhancement and Standards Committee in December 2009. Recommendations approved and being taken forward.
1.3.4	<ul style="list-style-type: none"> <li>• Colonisation study of Eights Cafe – 12 student employed as researchers</li> </ul>	S	Study complete. Workshop presented at Second Symposium on Social Learning Space; paper submitted to Brookes e-Learning Journal in Teaching and Learning (BeJLT).
1.4	<b>Student feedback event</b> - building on the work of the FDTL project ‘Engaging students with assessment feedback’ and using resources both from that project and from ASKe we organised and facilitated a student feedback event in Feb 2010, in conjunction with a creative theatre company, with innovative resources, for students from across the university. The aim of the event was to further develop students’ understanding of	S	14 students attended from 4 Schools across the university. A student-led cascade workshop was arranged for April 2010, in which students who attended the ASKe-run workshop took the lead, supported by the ASKe team. More workshops are anticipated in 2010-11.  Additional resources are being developed which will be used in the academic literacy modules across the first year Business School undergraduate modules (700+ students each year) and be available for

	Activity	Audience	Impact / Effect
	feedback with a view to both improving their own learning and to enable student representatives to cascade the message to other students.		use across the university and beyond.
1.5	<b>Support to number of teaching and learning workshops</b> , e.g. '1 <sup>st</sup> Year Experience', 'Enhancing Feedback and Feedforward Practices' and 'Face to Face Communication'	P (S)	Open to all staff in the Business School, with on average 50 staff attending each, to enhance the pedagogic understanding of staff and to support them in their teaching and assessment and in the delivery of new initiatives (for example face to face feedback which is now offered in compulsory modules across the Business School)
1.6	<b>Assessment Design Intensives</b> – one or two day workshops developed with OCSLD for course teams from across the university, facilitating coherent assessment design across programmes and embedding principles of the new Brookes Assessment Compact (see 1.10).	P (S)	Over 150 colleagues attended from all Schools across the university. Evaluation currently being undertaken.
1.7	<b>ASKe postcards</b> – developed for module leaders to send electronically or by post to students who have not been attending classes	I, P	Generated significant interest from within and outside OBU Business School (sent to 30 Practitioners outside Brookes as a result of workshop attendance). There were some issues surrounding the implementation, for example who would undertake the administration and co-ordination if postal system was used. Also no evidence to demonstrate that the electronic card was more effective than a personal email.
1.8	<b>Face to Face Feedback</b> – As a result of ASKe (and FDTL) work on engaging students with assessment feedback the Business School and ASKe have co-funded initiatives enabling formal face to face feedback dialogue for students at critical points within their programmes	S, P	Offered to all students within the Business School. Evaluation in hand (May 2010)
1.9	<b>Module – Planning a successful event</b>	S	Introduction of a new module in the curriculum - see 3.11 below
<b><i>Inside Brookes: Influencing Policy</i></b>			
1.10	<b>Brookes Assessment Compact</b> – between staff and students, a university initiative developed by ASKe. There are five fundamental tenets behind the compact, namely that: 1.1 Effective assessment is central to learning	P, S	Oxford Brookes Students' Union and the National Union of Students have described the Assessment Compact as "exemplary practice, progressive and, if implemented effectively, will be a real win for the students of Oxford Brookes University". To support the implementation of the Brookes Assessment Compact

	Activity	Audience	Impact / Effect
	<p>1.2 To be effective the relational nature of the assessment and feedback process needs to be emphasised, particularly in terms of the need for active dialogue between students and staff</p> <p>1.3 To be effective, assessment must be recognised as a joint responsibility between staff and students</p> <p>1.4 The ability to assess the work of both self and others, is an essential skill for all graduates</p> <p>1.5 For the above tenets to be met in full, students and staff need to be 'assessment literate' and actively participate in disciplinary communities of assessment practice.</p>		<p>OCSLD and ASKe have offered Assessment Design Intensives (ADIs) to Programme teams in all schools (see 1.6).</p> <p>Student feedback event and supporting materials also organised (see 1.4)</p>
1.11	<p><b>Working with Brookes' Students' Union</b> - building on the work of the FDTL project (now absorbed within the work of ASKe) we have worked with the SU to develop materials to increase student engagement with assessment feedback. 1, 2, 3 leaflets for students were produced in February 2009 and a student feedback event was held and cascade events and materials are planned (see 1.5)</p>	S	<p>The leaflets have been made available to all programmes in the Business School and across the university and have been used in a number of workshops in particular supporting the Assessment Compact (see 1.10). The leaflets are also integral to the new personal tutoring system introduced in September 2008, whereby in the Business School academic advisers (previously personal tutors) are given a framework for meetings with their tutees, which includes reviewing student feedback. We have received requests from other institutions (e.g. Sunderland) to use the leaflets. Imitations have been developed by University of Strathclyde, Northumbria University and Birmingham City University</p> <p>Internally comments received include:</p> <p><i>'On returning the first assignment during the semester we now direct students to the ASKe 123 leaflet, Advice for Students – Feedback, Make it work for you'</i></p>
1.12	<p><b>Membership of task / policy groups</b></p> <p>Recognised as a pool of expert talent, ASKe has been key to the development of a number of new initiatives, which include</p> <ul style="list-style-type: none"> <li>• University Masterplan</li> <li>• University Personal Tutoring System</li> <li>• Student Engagement</li> </ul>	P, S	<p>The expertise of ASKe and those working with us has allowed us to make a significant contribution to School and University policies which impact on all students. For example</p> <ul style="list-style-type: none"> <li>• Visiting academic Graham Gibbs conducted a literature review on Groupwork Assessment (now published on our website) which allowed us to develop the School Groupwork policy which has been adopted and implemented.</li> </ul>

	Activity	Audience	Impact / Effect
	<ul style="list-style-type: none"> <li>• Course Evaluation of Teaching</li> <li>• Groupwork policy</li> <li>• Design for Teaching Space</li> <li>• Strategy for Enhancing the Student Learning Experience (SESLE)</li> </ul>		<ul style="list-style-type: none"> <li>• Produced guidelines for the design of teaching space for Oxford Brookes University (Masterplan). ASKe Deputy Director is co-sponsor of the New Library and Teaching Building</li> <li>• Preliminary briefing to School management team on evaluation of teaching, further briefings planned including one on new teaching paradigms</li> <li>• Contribution to the university's new personal tutoring system introduced September 2008 and the current 2020 university strategy to embrace the university Strategy for Enhancing the Student Learning Experience</li> <li>• Recommendations from the Student Engagement policy paper accepted for implementation by the Business School</li> </ul>
1.13	<b>ASKe funded Academic Conduct Officers (ACOs)</b> (4x 0.1) to work with all on-campus postgraduate programme leaders and a third ACO to work on the undergraduate programme to develop plagiarism deterrence. ASKe additionally funded the use of Turnitin as a pilot to support the development of academic literacy and integrity.	P, S	ASKe has subsequently supported the training of module leaders in the use of Turnitin which is now used on compulsory modules throughout the university, with the potential to impact on the development of academic literacy and integrity of students throughout OBU.
1.14	<b>ASKe's Position Paper</b> on assessment set out ASKe's views on the state of assessment in the higher education sector as a whole, and in Brookes in particular. It drew on the generic literature, studies conducted at Brookes, and the detailed knowledge and experience of the ASKe team. From all this data, the paper seeks to distil key issues and sets out the premises which underpin ASKe's analysis. It also proposes a range of ideas and actions.	S	The overall aim of the paper was to support Brookes in addressing assessment issues and to assist in plans for future development. The recommendations of the paper were accepted and were included in requirements the Brookes Academic Programme Initiative (API) seeking/requiring a balance of summative and formative feedback, addressing academic literacies within programmes, impacting on all undergraduate students at OBU.  A version of the position paper is to be published in Assessment and Evaluation of Higher Education.
<b>Inside Brookes: Raising awareness</b>			
1.15	<b>Business School Undergraduate Student diary</b> - ASKe has funded the production of the diary which provides essential contextualised calendar information for students plus currently 78 pages of practical	S	670 diaries were distributed to Business School undergraduate students in September 2009 (over 1,800 distributed to date). Students are encouraged to use the calendar activities for managing their time and to ensure important deadlines are met as well as to use the personal

	Activity	Audience	Impact / Effect
	information to enable student participation in the university community. ASKe has used focus group discussions with students to develop the diary and as a consequence there has, for example, been a change of design plus inclusion of more practical information for students living away from home for the first time, for example washing machine symbols.		tutoring information when meeting their Academic Advisers. The relationship with academic advisers is seen as important in cultivating communities. Evaluation of the diary was positive. In particular the university counselling service commended the diary for drawing attention to assessment pressure points.
1.16	<b>1, 2, 3 leaflets</b> - 8 x 123 leaflets produced ('1, 2, 3' leaflets are aimed at practitioners and highlight practical ways in which students' learning can be improved. Each leaflet focuses on a piece of assessment-related research and clearly states how that research can be applied to teaching practice in three easy steps),	P, S	All leaflets are circulated widely within Brookes and in addition thousands have been circulated to other institutions through workshops and in response to requests (see 4.10)
<b>Outside Brookes</b>			
1.17	<b>Roll out pre-assessment interventions</b> – assessment intervention known to significantly improve student performance in assessment (Rust et al 2003)	S	In addition to the roll out in Brookes (see 1.1), as per plan, in the 3rd year of the project, workshops on the intervention were run in all of Brookes' partner FE colleges, and follow-up support was offered. Also during AY 0708, as a result of ASKe and HELP CETL collaboration, HELP held workshops about the assessment intervention with 9 University of Plymouth Colleges (UPCs) which they evaluated as successful, and they presented the results at the UPC Summer Conference. In addition, 11 institutions attended an event ASKe held in London for partner/cascade collaborative institutions.  3,000 of the 123 pre-assessment leaflet have been distributed  In the last two years, this roll-out has been subsumed into our external efforts promoting both the Manifesto, and the Feedback Agenda for Change (see 1.18, 1.19)
1.18	<b>Assessment Standards: a Manifesto for Change</b> - developed by the Weston Manor Group (see 2.1), based on leading-edge research (for full details see 4.4)	In, I	ASKe has been working with 4 HEIs towards direct implementation in their institutions. One has signed up to the manifesto, developed an institutional set of principles based on the manifesto and hopes to operate a kite-marking system; a second has built this into their quality assurance systems; a third has used the discussion of the manifesto to help refocus the debate around assessment; the fourth has been considering the

	Activity	Audience	Impact / Effect
			manifesto for some time but has not yet committed to formal implementation
1.19	<p><b>Feedback: an Agenda for Change</b> – developed by national and international researchers and writers with specialist expertise in assessment feedback (see 4.5). They committed to a range of supporting activities co-ordinated and often led by ASKe which including:</p>	I	
1.19.1	<ul style="list-style-type: none"> <li>Feedback Academy - ASKe, together with Brookes' OCSLD facilitated a 2 day workshop for key decision makers (VCs, Pro VCs, Directors of Quality etc. and student representatives) from 6 HEIs. This will be followed by an institutional visit by one of the national experts and a follow-up day in November 2010</li> </ul>		There was a high demand from institutions wishing to participate and a waiting list is held. 31 institutional representatives attended and each institutional team will work with one of our national experts to develop their institutional teaching and learning assessment strategies with particular regard to feedback. Overall evaluation of the first event was positive. We have yet to determine whether further academies will be arranged.
1.20	<p><b>The 'ACO' system</b> – "Plagiarism in business-related subjects is more prevalent than in other disciplines (Brown, 1995) and is exacerbated in large classes where students perceive the chances of being caught as low. However, monitoring over five years confirms the Academic Conduct Officer (ACO)'s statement (2003)" (ASKe bid).</p> <p>Using a consultancy approach the ACO system has been replicated at other institutions</p>	P	Proven practice embedded in: University of Newcastle, Australia Lancaster University Sheffield Hallam University
1.21	<p><b>Collaborations with other CETLs</b> to enhance the student experience (e.g. the Reinvention Centre on social learning space and the HELP CETL to reach HE in FE provision).</p>	P	Jointly (with Reinvention CETL) organised an annual conference on Social Learning Space Worked with HELP CETL held workshops about the assessment intervention (see1.17)

## Objective 2: Develop pioneering evidence-based practice

	Activity	Audience	Impact / Effect
2.1	<b>Weston Manor event</b> – In November 2007, ASKe hosted ‘Designing assessment in the 21st Century’ an assessment colloquium looking at the state of assessment and ways in which practice might be improved. Attendees included leading researchers in the field of assessment and ASKe’s International Advisory Group on Assessment with members from the USA, Norway, Sweden, Australia and New Zealand. The Group have since been named the ‘Weston Manor Group’.	In, P	The Weston Manor Group framed the Assessment Standards Manifesto for Change (see 1.18).
2.2	<b>Osney Grange event</b> - building on the work of the FDTL project and the successful process used to produce the Manifesto (see above), a group of 23 researchers and writers with specialist expertise in assessment feedback were brought together by ASKe for two days in June 2009	In, P	They produced a 5 point Agenda for Change, (see 1.18) to be used to inform national and institutional assessment policy and feedback practices in the Higher Education sector
2.3	<b>Pedagogic Research Projects</b> - (see Appendix 2) for full details of projects undertaken	P, S	As a direct result of the projects 18 presentations (including at international conferences); 4 seminars; 8 working papers/reports/national newspaper coverage; 4 publications including one at international level have been made. Indirectly these have contributed to further presentations and publications
2.4	<b>Establishment of Research Cluster</b> – (see also 5.3) through the employment of research assistants and working with visiting academics. ASKe established regular writing attended by both those new to journal publishing and more experienced writers, as well as those interested in the pedagogic research topics.	P	The establishment of a cluster has raised the status of pedagogic research in the institution. Feedback comments include: <i>‘Our courses are bid for by funding bodies in preference to others because the whole student experience (learning) is robust and fit for purpose .....The future of some form of pedagogic research centre/work is thus very important’</i> Colleagues benefit from constructive feedback in writing workshops and are helped to further build their argument, to explore possible interested journals and/or conferences and to tailor their submission(s).

	Activity	Audience	Impact / Effect
2.5	<p><b>Bringing in expertise/commissioning work</b></p> <ul style="list-style-type: none"> <li>Groupwork Assessment Literature Review undertaken by Professor Graham Gibbs</li> <li>Colonisation study of the Simon Williams Undergraduate Centre</li> <li>Attracted international researchers from Australia, Scandinavia and USA to work with us on short secondments to undertake ASKe projects, for example: <ul style="list-style-type: none"> <li>Dr Keith Willey (UTS Australia) visited in January, demonstrating the software SPARKPlus (Self and Peer Assessment Resource Kit).</li> <li>Dr Peter Gray (US Naval Academy), visited in 2009 and completed a project 'Defining and testing a protocol for querying student and module level data' presented at the ASKe seminar series</li> <li>Professor Sally Kift (Queensland University of Technology) visited in 2009 and delivered part of the 'Enhancing the First Year Experience' seminar</li> <li>Professor Royce Sadler (Griffith University, Australia) to visit in September 2010</li> </ul> </li> <li>International advisory group established in 2007.</li> </ul>	<p>P, S</p> <p>In, I</p> <p>P</p> <p>I, P</p> <p>P, S</p> <p>P</p> <p>In, I, P</p>	<p>Published on the website and a series of 123 leaflets will follow</p> <p>See 3.2</p> <p>International perspective enriched ideas and perspectives of researchers</p> <p>40 colleagues attended 2 presentations and the software is being trialled in modules in 3 schools. It is anticipated that colleagues in the Business school will use the software in the development of their new modules impacting on hundreds of students within OBU.</p> <p>Presented at 2 ASKe seminar (see 2.6) and report has been sent to the Pro Vice Chancellor, Student Experience.</p> <p>First year interest group established within the Business School and also working with other schools within the university to develop the first year student experience – potential to impact on all first year undergraduates to OBU</p> <p>Will give a Public lecture and facilitate workshops with the ASKe team</p> <p>International expertise in assessment contributes to the successful outputs from ASKe (for example the Manifesto for Change (see 1.18 and 4.4) and the Agenda for Change (see 1.19 and 4.5).</p>
2.6	<p><b>ASKe Seminar Series</b> – run each year attracting presenters from around the UK and the world and audiences from local institutions such as Institute for the Advancement of University Learning, Oxford University, but predominantly from within OBU.</p>	<p>P</p>	<p>The audience at each seminar will vary with up to 25 attending. Lively and thought provoking discussion is encouraged.</p>

	Activity	Audience	Impact / Effect
2.7	<b>Conference attendance</b>	P	We've funded staff from both within and outside ASKe to attend conferences. These conferences have been both internal and external, with staff some presenting papers. Such opportunities have enabled staff to further extend their knowledge of evidenced-based pedagogical research



	Activity	Audience	Impact / Effect
	<ul style="list-style-type: none"> <li>Evaluated the use of the space (colonisation study)</li> <li>Advised the university on future development of the estate</li> </ul>	<p>P, S</p> <p>I</p>	<p>ASKe commissioned a Colonisation Study of the building. Its findings included that 'Positively, nearly 65 percent of 111 respondents of the short survey felt that they belonged to the Business school community. When asked to locate spatially where they most felt that they belonged to the community, the SWUC came out on top with 23.4 percent of respondents choosing this space.' (Kiddle 2009)</p> <p>Major university campus redevelopment included a focal, social learning space</p>
3.3	<b>Building Users Group</b> – established as a forum to discuss issues surrounding the running of the SWUC (see above). Group comprises 50% students and 50% staff	P, S	These have produced very productive discussions which have resulted in continuing improvement of the facility. For example display material, use of TV, attempts to resolve environmental issues around packaging in the cafe
3.4	<b>Support for teaching and learning workshops</b> (e.g. 1 <sup>st</sup> year experience, Enhancing Feedback and Feedforward, Face to Face Communication)	P	Up to 50 staff have attended each workshop. We have been able to be more innovative in the delivery, for example the use of a creative theatre company (see 4.10.3)
3.5	<b>ASKe Seminar Series</b>	P	See 2.6
3.6	<b>Support for programme based events</b> throughout the Business School e.g. Stage 2 programme planning for Business and Management and Marketing students which included staff presentations and student led groups discussion, SIGs and mentoring scheme for Hospitality, Chinese New Year for Accounting)	S	As regards the Stage 2 programme choices early indications are that more students engaged with the process of planning their programmes. They particularly enjoyed the opportunity to interact with other students; positive evaluations received. <i>Comments include 'I think student-to-student advice is useful, where first year students can learn from other students' past experiences'."</i>
3.7	<b>Use of SWUC for student related activities</b> such as Careers fairs, Volunteering, Exchange Fairs	S, E	The Simon Williams Undergraduate Centre has provided a focus for many activities organised by both Business School and the university. The repeat nature of the events is indicative of their success.
3.8	<b>Mentor and support Business student society</b>	S	We have supported the student society in a number of ways, the most successful of which was to provide a mentoring and financial support to the Brookes Entrepreneurs who at their most successful event (2008-9) had over 165 students.
3.9	<b>Extra-curricula activities</b> which aim to bring staff and students together to support the building of community: <ul style="list-style-type: none"> <li>Wheatley carnival (part of 1<sup>st</sup> year induction)</li> </ul>	P, S (E)	Community building events positively evaluated by students and staff (e.g. Wheatley Carnival, benefits identified by staff and students included: increased tutorial attendance, great atmosphere; like more socials).

	Activity	Audience	Impact / Effect
	<ul style="list-style-type: none"> <li>• Graduation party</li> <li>• Festive Food Events (highlighting multi-culturalism)</li> <li>• Photography competition</li> <li>• Launch event</li> </ul>		<p>These activities have culminated in perceived improvement in student participation in the wider School activities (e.g. increased numbers of students volunteering to help Business School open and visit days) and on the basis of results the Business School has committed to continue funding of some BS initiatives after the end of HEFCE funding</p> <p>Early events included all stakeholders with workshops generating ideas on the development of the Centre</p>
3.10	<b>Research Workshops</b> – where staff are participants in research for example the project on dissertation marking (see 1.3.4)	P	18 staff participated in a workshop where they were able to deliberate on the findings and contribute to future development of the research/action plan
3.11	<b>Planning a Successful event</b>	S	271 students have elected to take the ASKe devised module 'Planning a successful event' which involves students in devising student centred community building. ASKe has supported students who have delivered a successful plan who wish to implement the plan and also gain academic credit. In 2009 a group of students organised a successful 'Meet and Balls' event; in September 2010 a group of students are planning to run a 'Scavenger Hunt' during Freshers' week to encourage students to find out more about the campuses and the city of Oxford in a fun and interesting way.
3.12	<b>Employment of a placement student</b> each year	S	4 students have been employed during the lifetime of the CETL and each has been able to add a real student focussed dimension to the project. In addition their networks have encouraged participation from many other students in the community.
3.13	<b>Student diaries</b>	S	See 1.15. Anecdotal evidence indicates that students use these in modules and in meetings with their Academic Advisers

## Objective 4: Inform, inspire and support the wider community of HE staff and students

	Activity	Audience	Impact / Effect
4.1	<p><b>Activities (Keynotes &amp; workshops) with HEAs, subject centres, FDTL partners, other CETLs and individual institutions UK and internationally.</b> Some workshops held in conjunction with HEAs; others are facilitated by ASKe.</p> <p>Our link with the Reinvention Centre (University of Warwick and OBU) both because of location and a shared director led to collaborative work.</p>	<p>P</p> <p>P</p>	<p>Numerous activities undertaken which often led to further activities</p> <p>Joint symposia with Reinvention Centre (see 4.3)</p>
4.2	<p><b>Publications</b></p> <p>Refereed journals</p> <p>Subject centre book chapters (see above)</p>	<p>P</p> <p>P</p>	<p>During the project 18 peer reviewed outputs published in top international (1), international (11) and national (6) journals, with 2 in submission to top international / international journals – see Appendix 3 for full details</p>
4.3	<p><b>Annual conferences</b></p> <p>Plagiarism meeting focusing on the institutional rather than the pedagogic aspects of student plagiarism, including issues around implementing policies and addressing students' concerns</p> <p>Space Symposium organised in conjunction with Reinvention CETL to explore new and innovative social learning space</p>	<p>P</p> <p>P</p>	<p>4 annual meetings held with 80 attendees at each event.</p> <p>5 symposia held either at OBU or Warwick; 100 attendees annually.</p>
4.4	<p><b>Manifesto for Change</b> - see above</p>	<p>P</p>	<p>Widely publicised the Manifesto has attracted great interest in the UK and overseas.</p> <p>It has been adopted by four UK HE institutions (1.18). Attracted 27 additional signatories through the website agreeing to promote the manifesto in their institution or more widely.</p> <p>Interest from the Australian Universities Quality Agency and Business Schools in Australia (e.g. University of Sydney and University of</p>

	Activity	Audience	Impact / Effect
			<p>Queensland            Australian L&amp;T Council Fellowship initiative using it as a base from which to generate a set of propositions for assessment in higher education,; 'Assessment 2020, 7 propositions for assessment reform in Higher Education'</p> <p>Australian Learning and Teaching Council Assessment Forum, Melbourne, Australia.</p> <p>Australian Technology Network Assessment Conference, RMIT, Melbourne, Australia</p> <p>America - Alverno College.</p> <p>Coverage in THES lead article 24 April 08</p> <p>The Manifesto has featured in the Assessment Briefing prepared by the NUS for all institutional student unions. In addition, ASKe provided advice on the briefing.</p> <p>Within Brookes led to the development of the Assessment Compact</p> <p>We anticipate that this will continue to be discussed in Higher Education</p>
4.5	<p><b>Agenda for Change &amp; associated activities</b> (see 1.19 above)</p> <p>The Group of national and international experts (Osney Grange Group) committed to a range of supporting activities, coordinated and led by ASKe</p> <ul style="list-style-type: none"> <li>• Running a 'change academy' type event with teams from six institutions</li> <li>• Commissioning a book</li> <li>• Meeting the NUS and QAA to develop ways to promote and implement <i>the</i> Agenda for Change</li> <li>• Working with educational developers on ways to support staff. Five of the signatories were invited to speak at the spring meeting of the Heads of Educational Development Group (HEDG).</li> </ul>	<p>In, I</p> <p>In, P</p> <p>S</p> <p>In, P, S</p>	<p>See 2.2</p> <p>Book proposal complete; chapters currently (May 2010) being written.</p> <p>The NUS have considered a kite-mark system to recognise those institutions where feedback meets the aspirations of the Agenda for Change</p> <p>HEDG has over 100 members who are Heads of Educational Development (defined as persons holding responsibility for cross-institutional educational development in a Higher Education Institution in the UK) and 60 attended this meeting. An important theme of the meeting was that module-level and programme-level strategies will work best if</p>

	Activity	Audience	Impact / Effect
	<ul style="list-style-type: none"> <li>• Times Higher coverage</li> </ul>	In	<p>complemented by efforts to develop student and staff assessment literacy.</p> <p>'Agenda for Change' aims to combat feedback myths by Rebecca Attwood (THES - 15 October 2009); readership from across the HE sector</p>
4.6	<p><b>IUSS Select Committee</b> - During December 2008, ASKe responded to the invitation to provide written submissions to the IUSS Committee's inquiry into "Students and Universities". Whilst this inquiry was looking at a range of factors affecting the HE sector, the ASKe response appropriately focused solely on the section of questions regarding the degree classification and made a number of practical recommendations for inclusion in the Committee's final report.</p>	In	<p>Margaret Price and Chris Rust were subsequently invited, as part of a panel which included Vice Chancellors and students, to give oral evidence to the Committee when it visited Oxford Brookes on 30 March. MPs were interested in the nature of standards and consistency of standards between disciplines and institutions.</p>
4.7	<p><b>Work with NUS</b></p>	S	<p>As part of their feedback amnesty the NUS drew on the work of ASKe and included the manifesto in a briefing for all Student Unions nationally.</p>
4.8	<p><b>Website</b> – developed as an extensive resource and host to the all the documents and resources referred to in this report.</p> <p>One of its initial developments was 'Assessment Perspectives', a collection of brief articles outlining ideas, new thinking and differing views on assessment. The aim was to build a collection in which we would try to capture views both from established 'names' writing about assessment and practitioners with ideas to share. It was hoped that it would cover the key issues of assessment as well as suggestions about how to deal with them. Both theoretical and practice focused pieces were to be included</p>	<p>In, I, P</p> <p>P</p>	<p>It was agreed that we would not use the website as a way of gathering data on visitors to the site. However we do know from requests for workshops and 123 leaflets that it is well accessed.</p> <p>Unfortunately lack of time prevented us from pursuing this initiative fully and we therefore only published a limited collection of articles. Several of those published were jointly authored by subgroups of the Assessment SIG (4.14) and consequently engaged 15 (approx.) academics in discussion of complex assessment issues.</p>
4.9	<p><b>Newsletter</b></p>	I, P	<p>2,000 copies produced biannually. Circulated to all staff in the Business School, learning and teaching network, subject centres, other CETLs, and all HEFCE institutions.</p>

	Activity	Audience	Impact / Effect
4.10	<b>Resources</b>		
4.10.1	<ul style="list-style-type: none"> <li>1,2, 3 leaflets - ('1, 2, 3' leaflets are aimed at practitioners and highlight practical ways in which students' learning can be improved. Each leaflet focuses on a piece of assessment-related research and clearly states how that research can be applied to teaching practice in three easy steps),</li> </ul>	P, S	8 x 123 leaflets produced, plus 2 more in production. Over 24,000 circulated inside and outside Brookes. These circulation figures include internal distribution to staff within the Business School and across the university and also result from requests for leaflets following samples sent out and from visits to the website where it is also available as a download. These receive the most positive comments of all the ASKe initiatives. For example <i>'The 1,2,3 leaflets now form part of the induction pack for new tutors'</i> <i>'The value to our students and staff of having easily accessible resources to develop our curricula has clearly been shown by the success of our courses.....'</i>
4.10.2	<ul style="list-style-type: none"> <li>Podcasts - a series of podcasts was planned to engage practitioners and others in the intellectual debate around assessment.</li> </ul>	In, P, S	After employing professional help through an ex-BBC producer it was agreed that this might not be an appropriate use of our resources. However a successful recording on plagiarism will be included on the website
4.10.3	<ul style="list-style-type: none"> <li>Songs and vignettes on staff and students' perceptions of feedback developed using a professional creative theatre company</li> <li>Cultural interventions (see section 3)</li> </ul>	P, S  P	Used extensively in the delivery of workshops; more resources are planned  Guidelines on writing exam questions for culturally diverse students were agreed by the Business School Cultural Equivalence Group, circulated to all members of staff and have been provided as a resource located on the OCSLD website).
4.11	<b>Attendance at conferences</b> – has provided informal networking opportunities for colleagues within and outside the centre	P	26 Conference abstracts accepted at conferences in Brookes, nationally and internationally – demonstrating the interest in the work of ASKe
4.12	<b>Visiting Academics</b> ASKe has been invited to collaborate on several international projects and has invited a number of visiting academics to participate in its work (see 2.5)	P	Examples include: Assessment expert for 'Assessment for Learning in and beyond courses' with David Boud, University of Technology, Sydney and Senior Fellow, Australian Learning and Teaching Council Advisors for 'Graduate Attributes Project', led by Professor Simon Barrie, University of Sydney

	Activity	Audience	Impact / Effect
			<p>Co-bidders - Assessment feedback and learning, joint European bid led by Professor Anton Havnes, University of Bergen.</p> <p>We have received additional invitations to speak in Australia, India, Ireland, Sweden, Norway, Hong Kong and at many UK universities.</p> <p>We have employed 5 Visiting Academics from Australia, Norway, USA and the UK (see 5.3).</p>
4.13	<p><b>News Releases</b></p> <p>The work of ASKe has featured in:            THES (38) with lead features on the Assessment standards: a Manifesto and Feedback: Agenda for Change            The Guardian (7)            The Australian (1)</p>	In, I, P, S, E	The expert opinions of ASKe were sought for publication in these national papers.
4.14	<b>SIGs</b>	P	Worked with the HEA and Northumbria CETL and ran associated workshops. HEA did not continue the initiative, but the work generated input to Assessment Perspectives (see 4.8)
4.15	<b>Networks</b> – CETLs, National Teaching Fellows, EARLI SIG	P	Participated in on-line discussions. Attended conferences to discuss and share work.
4.16	<b>Links with LTSNs</b> - organised a dedicated event to which all 24 subject centres were invited	P	22 attended. As a result we were invited to run several other workshops and to contribute to subject centre books (see 4.1, 4.2)
4.17	<b>ASKe book</b> – designed to bring together the development of the ideas over the period of ASKe	In, I, P, S	In preparation for dissemination across the HE sector.

## Objective 5: Reward and recognise excellence in assessment

	Activity	Audience	Impact / Effect
<i>Building the centre</i>			
5.1	<b>Secondments to work on the ASKe project</b> (5 x academic staff and 1 administrator)	P	This has allowed significant personal and professional development. During the period of the CETL the following awards/promotions/appointments have been made: 2 National Teaching Fellowships 1 Professor and 1 promotion within the professorial grade 1 Research Area Leader As experts in assessment staff are called upon to give comment / feedback to others
5.2	<b>Recruitment of Senior Lecturers in Teaching and Learning</b> in the Business School to replace seconded staff	P	2 Senior Lecturers were recruited, one of whom was subsequently appointed Deputy Director to ASKe as well as Research Area Leader in Pedagogy. Raised the profile of learning and teaching and provided staff with excellent teaching practice for the benefit of their students and other staff.
5.3	<b>Establishment of a cluster of pedagogic expertise</b> including funding of 5 visiting academics	P	Enriched pedagogic understanding and allowed a sharing of perspectives and challenge of new ideas. Enabled us to support projects and provide advice on practice and research for staff
5.4	<b>Intrinsic staff development opportunities</b> for the whole ASKe team	P	Opportunities to write refereed and other papers and to present keynotes at conferences has provided significant personal and professional development.
5.5	<b>Funded staff development activities</b>	P	All staff within the Centre have benefitted from funding of development opportunities. For example, use of statistical analysis packages, creative writing, project management.
5.6	<b>Recognition and a flagship for teaching and learning</b>	P	Provided a voice for staff concerned about the quality of teaching and learning in an environment focused on the development of a research culture. Intrinsic rewards engendered by recognition of expertise and involvement in best practice

	Activity	Audience	Impact / Effect
5.7	<b>Recognition as experts</b>	P	Contribution to THES (see 4.1.3) ; IUSS Select Committee (see 4.6)
<i>Beyond the Centre (Direct rewards)</i>			
5.7	<b>Fellowship awards</b> to both academic and administrative staff in recognition of excellence in, and commitment to, learning, teaching and assessment.	P	Fellows are able to participate in current projects, provide guidance on future projects and to disseminate the findings from those already completed. ASKe has 19 Fellows drawn from 7 of the 8 Schools from across the University.
5.8	<b>Project funding:</b> <ul style="list-style-type: none"> <li>• Time for staff to carry out specific projects (a full list is shown in Appendix 2)</li> <li>• Support for pedagogic research which has led to a number of publications and invitations to present keynote speeches at conferences</li> <li>• Active involvement of students and Associate staff in research projects (audio diaries, dissertation marking, colonisation of the social learning space)</li> </ul>	P  P  P, S	16 staff from across the university have been funded to carry out research projects. Dissemination has included seminar delivery, conference papers and 123 leaflet production.  In addition to the 26 abstracts accepted from submissions by ASKe staff (see 4.11), colleagues outside the Centre have also presented at conferences nationally and internationally and received media publicity for example article in The Guardian 2007
5.9	<b>Support for colleagues attending conferences</b>	P	ASKe has been able to fund a number of staff to attend conferences, most recently an undergraduate course manager at the European First Year Experience (EFYE) Conference, 2010 in Antwerp.

## Appendix 2 - Projects undertaken

### Completed projects

Contact name	Title, brief description and status	Dissemination (publications, conference talks etc.)
Steven Davey 2008	Understanding the undergraduate student perspective using audio diaries. [2 <sup>nd</sup> /3 <sup>rd</sup> years] <b>Status: Completed.</b>	Poster presentation at the EARLI conference, September 2008. Davey, S. (2008) 'Undergraduate Audio Diary data analysis', ASKe report working paper available on request.
Mary Davis, Ac staff: English For Academic Purposes 2007	Investigating the formative use of Turnitin to foster an understanding of UK academic conventions. (March to Sept 2007) <b>Status: Project completed.</b>	Internal ASKe workshop on the formative use of Turnitin, 20 <sup>th</sup> May 2008. 40 people Davis, M. (2007) 'The role of Turnitin within the formative process of academic writing', presentation to BSLE Conference, available from <a href="http://www.brookes.ac.uk/services/ocsd/bsle/conf07/davis.ppt">http://www.brookes.ac.uk/services/ocsd/bsle/conf07/davis.ppt</a> [Accessed 010908]. Davis, M. (2007) 'The Role of Turnitin within the Formative Process of Academic Writing', <i>Brookes eJournal of Learning and Teaching</i> , vol. 2, Issue 2. Retrieved from: <a href="http://bejlt.brookes.ac.uk/article/the_role_of_turnitin_within_the_formative_process_of_academic_writing/">http://bejlt.brookes.ac.uk/article/the_role_of_turnitin_within_the_formative_process_of_academic_writing/</a> [Accessed 010908] Paper with Jude Carroll and Lisa Emerson (Massey, University, NZ) at the EARLI Conference, August 2007 in Budapest. Paper at the <i>Designing for Learning Conference</i> , University of Greenwich, 2007. Published in the conference proceedings. 1,2,3 leaflet on plagiarism generated from the research (2007)
Graham Gibbs 2008+	Literature review on groupwork <b>Status: Completed.</b> Report now on ASKe website	
Peter Gray (visiting academic) 2008+	Defining and testing a protocol for querying student and module level data <b>Status: Completed.</b> Two case studies: groupwork marks and Marketing UG programme. Presentation and report completed	ASKe seminars at Wheatley and Gipsy Lane campuses on 21 <sup>st</sup> April. 38 attendees. Handley, K. (2009) 'Discussing the numbers', Presentation at the Business School Research Conference, June 2009.

Contact name	Title, brief description and status	Dissemination (publications, conference talks etc.)
Karen Handley (pre ASKe directorate) 2007-8	Creating an interactive repository of exemplar coursework assignments annotated with feedback: how might students use them? <b>Status:</b> Project <b>completed</b>	Handley, K. & Williams, L. (2009) 'From copying to learning? Using exemplars to engage students with assessment criteria and feedback' accepted for publication to <i>Assessment and Evaluation in Higher Education</i> . August 2009 Handley, K. and Williams, L. (2007) 'From copying to learning? How students use previously-marked assignments to improve the quality of their own work'. Conference presentation at the <i>Association for Learning Technologies Conference</i> , September 2007, Nottingham, UK. ASKe seminar, Oxford Brookes University, 23rd May 2007. ASKe seminar, Oxford Brookes University, 15th April 2008.
Julie Hartley 2007+	Ensuring reliable assessment decisions in a distance learning post-graduate programme. <b>Status: Completed</b>	ASKe seminar, Oxford Brookes University, 23rd May 2007. Internal research report 'Supporting Associate Tutors in the assessment of Distance Learning Dissertations' submitted to ASKe, Summer 2008
Becky Kiddle 2007+	The Design of Social Learning Space at Wheatley Campus. <b>Status: Completed</b>	Report now completed and available.
Rose Li 2008-9	Quantitative analysis of variations in module marks across the university. <b>Status:</b> Completed	Reports were circulated internally to Petra Wend and others.
Anton Havnes – visiting fellow	What can feedback practices tell us about variation in grading across disciplines and programmes? <b>Status: Completed</b>	Summary report (de-identified) sent to OBU senior academic management, 2008. NOT for wider dissemination Presentation at the EARLI conference, August 2008.
Laura Morosanu 1 2008+	Understanding the undergraduate student perspective using audio diaries. [1 <sup>st</sup> year students - data collected in 2007-8 by Steven Davey] <b>Status:</b> All data now transcribed and analysed. <b>Completed</b>	Morosanu, L., Handley, K. & O'Donovan, B. (2010) 'Seeking support: Researching first-year students' experiences of coping with academic life', accepted February 2010 for <i>Higher Education Research and Development</i> Morosanu, L. & Handley, K., 'From Community of Practice to Networks of Support: Investigating First-Year Students' Experiences of Coping with Academic Life,' Paper presented at the <i>European First Year Experience</i> conference, Groningen, 13-15 May 2009 Morosanu, L. & Handley, K., 'From Communities of Practice to Networks of Support: First-Year Students' Experiences of Coping with Academic Life,' Paper presented at the ' <i>Improving Student Learning</i> ' conference, Imperial College, London, 7-9 September 2009

Contact name	Title, brief description and status	Dissemination (publications, conference talks etc.)
Birgit den Outer 1 2008+	Marking, Dissertations, and Assessment Communities <b>Status: Completed.</b> Report delivered to AESC in December 2009. Recommendations approved and being taken forward by ASKe/Karen Handley.	Internal report prepared for Business School AESC. No external publication envisaged. Further work is likely to arise following discussion by School senior management
Judith Piggott 2007+	Developing students' presentation skills using theatre (continuing and extending previous project). <b>Status: Completed</b>	Media publicity: article in the Guardian, 2007
Sarah Quinton 2007-8	How to encourage the keen student: What types of assessments engage higher achieving students? Phase 1 = lit review; Phase 2 = intervention based on lit review <b>Status: Completed.</b> Phase 2 shelved for the moment (no hours given for the second phase)	Journal article 'High ability undergraduates: who are they and do we care? A literature review' submitted for review to <i>British Journal of Educational Studies</i> , August 2008. [substantial revisions requested, but not pursued]; then resubmitted to <i>Teaching in Higher Education</i> in Autumn 2009, and now reviewing comments.
Diana Schmitt	Sitting exams in a second language. <b>Status: Project completed.</b>	Schmitt, D. (2007) 'Sitting exams in a second language: minimising bias, maximising potential', OCSLD online paper. Retrieved from <a href="http://www.brookes.ac.uk/services/hr/eod/guides/exams/">http://www.brookes.ac.uk/services/hr/eod/guides/exams/</a> [Accessed 020908].  Conference presentation, Oxford Brookes University, October 2007; Used by Jude Carroll at external workshops at University of Liverpool, 2007 and Nottingham Trent University, 2008.
Neil Trivett – visiting fellow 2006-7	Review of marking cultures. <b>Status: Completed</b>	Trivett, N. (2006) 'Does local culture influence standards and marking practice within schools?', internal report produced for the University Learning and Teaching Committee, and available from ASKe.
Debbie Witney and Theresa Smallbone 2008+	Wiki Work: an analysis of how Wiki's might enable better collaboration for group assessment tasks. <b>Status: Completed</b>	Witney, D. & Smallbone, T. 'Wiki work: can using wikis enhance student collaboration for group assignment tasks?', accepted by <i>Innovations in Education and Teaching International</i> , August 2009. Conference presentation, Brookes Student Learning Experience Conference, May 2008  Witney, D and Smallbone, T. (2008) Presentation at the ALT-C conference, 'Supporting online collaboration: Implications of teacher and student concerns for instructional design', Leeds, UK.

**Ongoing internal projects (ASKe research assistants and visitors)**

Contact name	Title, brief description and status	Dissemination (publications, conferences, seminars etc.)
Jane Hudson with Berry O'Donovan 1 2010+	Evaluation of module assistant scheme.  Status: Diary and focus group data collected and now being analysed.	
Jane Hudson 2 2009+	Evaluation of the Business School's 'Face-to-face feedback' project.  <b>Status:</b> Draft final report currently under review.	
Jill Millar 1 2007+	Written feedback: do students understand it?  <b>Status:</b> Data collection and analysis completed 2008, and conference paper delivered at ISL 2008. Journal article using Critical Discourse Analysis to be submitted to national or international journal in 2010. Ongoing	Millar, J. (2008) 'Painting by numbers: understanding student feedback' in Rust, C. (ed.) <i>Proceedings of 15th International Symposium on Improving Student Learning</i> , Oxford, OCSLD
Jill Millar 2 2008+	Literature review on how schools/FE/HE deal with specific methods – exams and essays.  <b>Status:</b> Ongoing	
Jill Millar 3 2009+	Project on written feedback.  <b>Status:</b> Interviews began in S2 2008-9. Data to be combined with data from FDTL project to submit journal article on feedback/relationships using Discursive Repertoires methods, by 2010. Ongoing.	Millar, J. (2010) Abstract accepted for EARLI conference, September 2010
Laura Morosanu 2 2008+	Longitudinal study of students' experiences of assessment and feedback (diaries/poster montage)  <b>Status:</b> Data collection during 2009, now completed. Will be analysed by newly joined RA: Jane Hudson from December 2009. Ongoing	

Contact name	Title, brief description and status	Dissemination (publications, conferences, seminars etc.)
Laura Morosanu 3 20010	Understanding the undergraduate student perspective using audio diaries. [PG students - data collected in 2007-8 by Steven Davey] <b>Status:</b> All data now transcribed and being analysed. Ongoing	
Birgit den Outer 2 2008+	Staff experiences of 'coming to know' assessment standards at Brookes (audio/written diaries) <b>Status:</b> Revised project will use E2U form approved by UREC in 2007. Data collection ended June09. Now writing up report.	den Outer, B. and Handley, K. (2009), 'Staff, Standards, and Situation: Tutor experiences of assessment and belonging in academic communities using Situational Analysis', presented at the <i>Improving Student Learning</i> (ISL) conference, London, September 2009. den Outer, B. and Handley, K. (2009), 'Staff, Standards, and Situation: The tutor perspective on assessment and belonging in academic communities using Situational Analysis', presented at the EARLI Conference, Amsterdam, August 2009. den Outer, B. (2009), abstract accepted for HECU5 conference, July 2010.

#### **Ongoing staff projects**

Contact name	Title, brief description and status	Dissemination (publications, conference talks etc.)
Sarah Aitken 2007+	The adaptation of first year overseas undergraduate students to Higher Education, and the effect of a structured induction programme on their academic performance. <b>Status:</b> Data (qualitative diary data, and quantitative marks data) have been collected and analysed. Article for BeJLT or equivalent due Summer 2009. Postponed to 2010	Aitken, S. and Davey, S. (2008) 'The adaptation of first year overseas undergraduate students and the effect of a structured induction programme on their academic grades', presentation at the BSLE Conference. [For the abstract, see <a href="http://www.brookes.ac.uk/services/ocsd/bsle/abstracts/aitken_davey.html">http://www.brookes.ac.uk/services/ocsd/bsle/abstracts/aitken_davey.html</a> ] [Accessed 120908].
Sharon Curtis	<b>New</b> 2009: Development of bespoke automated feedback software to engage students in weekly formative assessment activities. [plus development of user documentation for potential transfer of feedback system outside School of Technology] <b>Status:</b> Ongoing. Final report being prepared. sharoncurtis@brookes.ac.uk	

Contact name	Title, brief description and status	Dissemination (publications, conference talks etc.)
Alysa Levene & AM Kilday	<b>New 2009:</b> History students' experiences of transitioning from School to University. <b>Status:</b> Ongoing. alevene@brookes.ac.uk	
Gabor Lukacs	<b>New 2009:</b> An investigation of oral vivas as a form of assessment. <b>Status:</b> Ongoing. Final report being prepared. glukacs@brookes.ac.uk	Lukacs, G. (2010) 'Oral vivas', presentation to BMAF, April 2010.
Paul Mantle	<b>New 2009:</b> Peer coaching/mentoring on students' ability to work in groups <b>Status:</b> Ongoing. Final report being prepared. pmantle@brookes.ac.uk	
Andrew Rosenthal, Life Sciences. 2007+	Engaging students to learn with an adaptive summative strategy. <b>Status:</b> Ongoing. Formative feedback exercises have been developed. Usage and performance data suggests that weaker students benefit from the formative tests on Brookes Virtual. Small numbers mean that statistical significance can't be determined. Final report due 2010.	
Debbie Witney 2007+	Enhancing Associate's understanding of the assessment standards <b>Status:</b> Ongoing. Project was delayed in 2007. Revised timeline and deliverables were agreed with JC/DW in May08. DW is drafting:  (1) a project report; and  (2) document for module leaders on how to run marking moderation meetings, for delivery Dec08. Delayed  Birgit den Outer is supporting Debbie in the completion of an article for BeJLT, but there's been no progress since Spring 2009. DW is currently on sick leave.	

**ACO projects – all completed**

Projects for ACOs	Title, brief description and status	Dissemination (publications, conferences, seminars etc.)
<p>Samia Kamal, Teaching fellow p0012525 4538</p>	<p>[Project 1] Online tutorial on plagiarism</p> <p>[Project 2] Redesigning assessment for maths and computing; implementation of the on line resource developed in 06/07</p> <p><b>Status: Completed</b></p>	<p>Internal report received 2008, 'Web-based tutorial to raise student awareness of plagiarism issues at university'.</p> <p>Demo to ACO Focus *2, 2006 [for Project 1]</p> <p>Presentation at ASKe 1-day conference, 2007, to demonstrate the tool [for Project 2]</p>
<p>Sepe Sehati</p>	<p>General awareness raising. Introduction of Turnitin with PG engineering students, running workshops and information sessions for students.</p> <p><b>Status: Project completed.</b></p>	<p>Sehati, S. (2008) 'Towards reducing plagiarism among post-graduates', Report available from ASKe.</p> <p>Sehati, S. (2007) 'Health psychology, global warming and plagiarism: Creating the missing link?', <i>Brookes Teaching News</i>, Semester 2, 2006-7. Retrieved from: <a href="http://www.brookes.ac.uk/services/ocsd/teachingnews/archive/spring07/sehati.html">http://www.brookes.ac.uk/services/ocsd/teachingnews/archive/spring07/sehati.html</a> [Accessed 020908]</p> <p>Presentation at MSc programme meeting for the School of Technology, 2007. Presentation available from ASKe</p>
<p>Lynn Errey</p>	<p>General awareness raising via a range of outlets. Work on revising assessments. Workshops for staff and students.</p> <p><b>Status: Project completed.</b></p>	<p>Internal report received 2007 on project outputs such as discussions with many members of staff including field chairs, module leaders, and other ACOs; presentations at staff away-days</p> <p>Presentation to Westminster Institute of Education's annual <i>Teaching and Learning</i> conference. Title: 'Why students might have difficulties in producing good academic writing, and ways to help them improve'. 2007. No PPT.</p>

**Cancelled projects**

Contact name	Title, brief description and status
Jude Carroll	LATC commissioned a report on Turnitin. <b>Status:</b> This was submitted in September 07 but Petra not satisfied with result so made further commission elsewhere. Project <b>closed</b> .
Eric Cassells, B-Jones and Mitchell	“Assessing peer assessment through role play in entrepreneurial and innovation learning: An exploratory study”. [60 hours (old allocation system)] <b>Status: Presumed cancelled.</b>
Christine K. Champion	“Matching assessment strategy to learning outcomes: A student centred approach”. [30 hours]. <b>Status:</b> Project <b>cancelled</b> due to workload.
Tamsin Crabb, student reps co-ordinator	Investigation of the effect of a bespoke student building (ASKe building) on the use of the Student Rep system. <b>Status:</b> Project <b>cancelled</b>
Cathy Knowles	Evaluating student reading strategies, using guided cue cards. [60 hours] <b>Status:</b> Project <b>cancelled</b> because of workload.
Angela Maher	Determining employability skills. <b>Status:</b> Project <b>cancelled</b> because of workload.
Lisa Parker	“Are any differences in performance between ESOL students and local students more marked in oral assessments than written assessments?” [26 days at £250 per day]. <b>Status:</b> Project <b>cancelled</b> because of workload.
Jane Towers-Clark and Ruth Watts	In what way does a viva influence student learning approaches when used as part of an assessment portfolio in a taught Masters programme? [30 hours] <b>Status: Presumed cancelled</b>
Georgina Whyatt	Proposed ‘spending time talking to retailers about course content (UG and PG) <b>Status: Presumed cancelled</b>

## Appendix 3 - Publications

2010

**Lukacs, G.** (2010) 'Investigating oral vivas as a form of assessment in business and management education', abstract accepted for the annual conference of BMAF, Newcastle, April 2010

**Millar, J.** (2010) 'Talking relationships: Developing an understanding of staff/student relationships constructed through assessment feedback', abstract accepted for EARLI/Northumbria Assessment Conference, Northumberland, September 2010

**Millar, J., Davis, S., Rollin, H. & Spiro, J.** (2010) 'Engaging Feedback?' *Brookes eJournal of Learning and Teaching*.

**Morosanu, L., Handley, K. & O'Donovan, B.** (2010) 'Seeking support: Researching first-year students' experiences of coping with academic life', accepted for publication in *Higher Education Research and Development*, February 2010

**den Outer, B. and Handley, K.** (2010) 'Staff, Standards and Situation: Using situational analysis as method of inquiry into assessment standards in higher education', abstract accepted for HECU5 (Higher Education Close Up 5), Lancaster, July 2010

**Price, M. O'Donovan, B., Rust, C., & Handley, K.** (2010) 'Manifestos, declarations, propositions and position papers: Attempting national change, and possibly even more. An international symposium considering three examples', abstract accepted for EARLI / Northumbria Assessment Conference, Northumberland, September 2010

2009

**Handley, K., Price, M. and Millar, J.** (2009) 'Engaging students with assessments: Going beyond module-level interventions', presented at EARLI 2009 (*European Association for Research on Learning and Instruction*), Amsterdam, August 2009

**Handley, K., Price, M.** (2009) 'Re-thinking the meaning of feedback: A 'gift' to the student, or a relational and dialogic process?', presented at the Annual Conference of the Society for Research into Higher Education, Newport, UK, December 2009

**Handley, K. & Williams, L.** (2009) 'From copying to learning? Using exemplars to engage students with assessment criteria and feedback', accepted for publication to *Assessment and Evaluation in Higher Education*. August 2009

**Millar, J., Davis, S., Rollin, H. & Spiro J.** (2009) 'Engaging Feedback?', submitted in September 2009 to BeJLT (*Brookes eJournal of Learning and Teaching*)

**Millar, J., Davis, S., Rollin, H. & Spiro J.** (2009) 'Engaging Feedback?', presented at Brookes Student Learning Experience Conference, Oxford Brookes University, April 2009

**Millar, J. & Saunders, G.** (2009) 'Dialogue matters: Feedback and Dialogue in multi-disciplinary settings', presented at the Higher Education Academy Annual Conference *The Future of the Student Learning Experience*, University of Manchester, June/July, 2009

**Millar, J.** (2010) 'Talking relationships: Developing an understanding of staff-student relationships constructed through assessment feedback', abstract accepted for EARLI/Northumbria Assessment Conference, Northumberland, September 2010

**Morosanu, L. & Handley, K.** (2009) 'From communities of practice to networks of support: First-year students' experiences of coping with academic life', presented at ISL 2009 (Improving Student Learning Conference), Imperial College, London, September 2009

**Morosanu, L. & Handley, K.** (2009) 'From community of practice to networks of support: Investigating first-year students' experiences of coping with academic life', presented at the European First Year Experience, Groningen, May 2009

**Morosanu, L., and Handley, K.** (2009) 'Seeking versus providing support: Investigating first-year students' experiences', presented at the Oxford Brookes University Research Conference, June 2009

**den Outer, B. & Handley, K.** (2009) 'Staff and Standards: The tutor perspective on participation and belonging in assessment communities', presented at EARLI 2009 (*European Association for Research on Learning and Instruction*), Amsterdam, August 2009.

**den Outer, B. & Handley, K.** (2009) 'Staff, Standards and Situation: Tutor experiences of assessment and belonging in academic communities using Situational Analysis', presented at ISL (Improving Student Learning), London, September, 2009

**O'Donovan, B.** (2009) 'Filling a pail or lighting a fire? The intellectual development of management undergraduates', accepted for publication at *International Journal of Management Education*.

**Price, M., Handley, K., Millar, J. & O'Donovan, B.** (2009) 'Feedback, all that effort but what is the effect?', accepted for publication in *Assessment & Evaluation in Higher Education*, September 2009

**Price, M., O'Donovan, B., & Rust, C.** (2009), 'Assessment standards: A manifesto for change', presented at the Improving Student Learning conference, Imperial College, London, September 2009

**Price, M., Rust, C., O'Donovan, B., & Carroll, J.** (2009) 'If I was going there I wouldn't start from here – a critical commentary on current assessment practice', accepted for publication in *Assessment and Evaluation in Higher Education*.

**Rust, C.** (2009) 'Assessment standards: A potential role for subject networks', *Journal of Hospitality, Leisure, Sport, and Tourism Education*, Vol. 8, No. 1, 124-128 (On-line April 2009) Available at: <http://www.heacademy.ac.uk/assets/hlst/documents/johlste/vol8no1/81Perspectives.pdf>

**Rust, C., Carroll, J., Handley, K., O'Donovan, B., & Price, M.** (2009) Submission from ASKe to the Innovation, Universities, Science and Skills Select Committee inquiry into 'Students and Universities'. (Online May 2009) Available at: [http://www.brookes.ac.uk/aske/documents/ASKe\\_ParliamentaryCtteeSubmission.pdf](http://www.brookes.ac.uk/aske/documents/ASKe_ParliamentaryCtteeSubmission.pdf)

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**Aitken, S. & Davey, S.** (2008) 'The adaptation of first year overseas undergraduate students and the effect of a structured induction programme on their academic grades', presentation at the *Brookes Student Learning Experience Conference*.

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**Handley, K. & Williams, L.** (2008) 'From copying to learning? Using exemplars to engage students with assessment criteria and feedback', Journal article accepted for publication in *Assessment & Evaluation in Higher Education* on 12 August 2008

**Millar, J.** (2008) 'Painting by numbers: Understanding student feedback' in Rust, C. (ed.) *Proceedings of 2007 15th International Symposium on Improving Student Learning*, Oxford: Oxford Centre for Staff and Learning Development

**O'Donovan, B., Price, M. & Rust, C.** (2008) 'Developing student understanding of assessment standards: A nested hierarchy of approaches', *Teaching in Higher Education*, Vol. 13, No. 2, 205-217

**Price, M., O'Donovan, B., Rust, C. & Carroll, J.** (2008) 'Assessment Standards: A Manifesto for Change', presented at ISL 2009 (Improving Student Learning Symposium)

**Price, M., O'Donovan, B., Rust, C. & Carroll, J.** (2008) 'Assessment standards: A manifesto for change', *Brookes eJournal of Learning and Teaching*, Vol.2, No. 3. (Online December 2008) Available at: [http://bejlt.brookes.ac.uk/article/assessment\\_standards\\_a\\_manifesto\\_for\\_change](http://bejlt.brookes.ac.uk/article/assessment_standards_a_manifesto_for_change)

**Witney, D & Smallbone, T.** (2008) 'Supporting online collaboration: Implications of teacher and student concerns for instructional design', Presentation at the ALT-C conference, Leeds, UK, September 2008

**Witney, D & Smallbone, T.** (2008) 'Supporting online collaboration: Implications of teacher and student concerns for instructional design', presentation at the *Brookes Student Learning Experience Conference*, May 2008

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