

Title: **Using the UK Quality Code as a stimulus for innovative approaches to Assessment and Feedback**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Understand the nature and purpose of QAA's Quality Code Enhancement Project
2. Appreciate the range of ways in which higher education providers are engaging with the Quality Code to inform their assessment and feedback policy and practice
3. Evaluate examples of practice to inform their approaches to assessment and feedback.

Session Outline

As a definitive reference point for quality and standards for UK higher education the UK Quality Code for Higher Education provides a resource to support providers in developing and enhancing effective approaches to students' learning experiences, including assessment and feedback. The session will focus on sharing findings from the QAA project (2015-2016) which is designed to identify how the Quality Code is being used to support and promote effective and innovative policy and practice.

Delegates will have been provided in advance with examples from higher education providers of ways in which elements of the Quality Code have been used in making changes to their practice, procedures or policies. These examples will relate to indicators in the Learning and Teaching, and Assessment chapters of the Quality Code, and in particular to topics such as effective feedback, student learning through dialogue with staff, engagement in assessment through enhancing student and staff assessment literacy.

The session will provide the opportunity for delegates to discuss:

- the key ideas identifiable in the examples and any emerging themes
- current approaches or practices in their own provider or their own experience relating to the examples
- possible changes that they might make in their own practice or propose for adoption within their provider or professional networks as a result of these examples

- any challenges that might be encountered in introducing such changes and potential solutions to such challenges.

Session Activities and Approximate Timings

- An outline of the progress of the Quality Code Enhancement Project and the relevant principles of the Quality Code (presentation; 10 minutes)
- Small group exercise using example case studies (provided in advance) to evaluate how these can be used most effectively to support quality enhancement by educational developers and academic staff (25 minutes)
- Feedback from small groups and closing summary (plenary; 10 minutes).

References

UK Quality Code for Higher Education - Chapter B3: Learning and Teaching (2015), QAA, available at: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

UK Quality Code for Higher Education - Chapter B6: Assessment of Students and the Recognition of Prior Learning (2015), QAA, available at <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

Smith, K (2013), Higher education Policy and the shaping of educational development practice, SEDA Legacy Research Project, University of Greenwich, available at

http://www.seda.ac.uk/resources/files/Legacy_Grant_Final_Report_Smith.pdf

QAA (2014) What students think of their higher education, analysis of student submissions (2012-13), available at <http://www.qaa.ac.uk/en/Publications/Documents/What-Students-Think-of-Their-Higher-Education.pdf>

QAA (2012) Understanding Assessment: Its Role in Safeguarding Academic Standards and Quality in Higher Education, Second Edition
www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf

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