

# Assessment Support Toolkit

A toolkit of effective practice for programme teams

# Contents

- [Introduction](#)
- [Supporting students to prepare for assessment](#)
- [Supporting students to complete and submit assessment](#)
- [Supporting students to respond to feedback](#)
- [Supporting students with reassessment](#)
- [Signposting to specialist support](#)
- [Further information](#)



# Introduction

- This toolkit is aimed at programme teams, and designed to provide practical guidance on how you can enhance the assessment support you offer to students.
- The toolkit is structured to address the main elements of assessment support:
  - Supporting students to prepare for assessment
  - Supporting students to complete assessment
  - Supporting students to respond to feedback
  - Supporting students with reassessment
  - Signposting to specialist support



# Supporting students to prepare for assessment

“Success depends upon previous preparation, and without such preparation there is such to be failure”

Confucius

# Preparing for assessment

Effective practice:

- Consider timings of other assessments when scheduling your assessments
- Collate a revision pack
- Prepare revision subject checklist
- Create subject specific resources to address common skills gap
- Ensure that your assessment briefs set out your expectations
- Raise awareness of [past exam papers](#)
- Promote [Skills Team workshops](#)
- Direct students to practical information on [exams and assessment](#)
- Contact your Disability Liaison Officer with any disability concerns



# Examples in practice

At UoH:

- The Faculty of Education make example portfolios available to students in sessions to inform their understanding of what is expected
- Hull University Business School created a departmental specific [Online Study Skills Resource](#) to address the skills gap

Elsewhere:

- [Oxford Brookes University and Higher Education Academy](#) (Gilbert and Maguire, 2014) - general assignment brief design guidelines

# Supporting students to complete and submit assessment

“One of the secrets of life is that all that is really worth the doing is what we do for others”  
Lewis Carroll

# Completing and submitting assessment

Effective practice:

- Facilitate academic-led revision sessions
- Utilise in-class time to explain the criteria, learning outcomes and marking scheme
- Add additional office hours during assessment and exam time
- Offer one-to-one support when required
- Advertise [Exam Space](#)
- Demonstrate how to submit work
- Signpost students in need to [Student Wellbeing, Learning and Welfare Support](#)
- Raise awareness of the process for [Mitigating Circumstances and Extension Requests](#)





# Completing and submitting assessment

Enhanced practice:

- Use sample assessments to ensure students understand the learning outcomes
- Facilitate peer-led revision sessions
- Provide opportunities for students to raise queries regarding the assessment
- Create a recording of assignment brief allowing students to listen again
- Use regular online tests as a self assessment tool
- Assist students revision by utilising technology such as podcasts and webinars
- Identify and offer targeted support



# Examples in practice

At UoH:

- The Faculty of Education provide targeted support for trainees who are failing to meet professional standards through their 'Aspiring Support Programme'. This includes the creation of action plans alongside key staff members, which are reviewed weekly.

Elsewhere:

- [Brunel Business School](#) (Evans, 2008) investigated the effectiveness of creating revision podcasts
- [The University of Manchester](#) (Mawdsley and Schafheutle, 2015) created a module Facebook page to support learning and exam preparation

# Supporting students to respond to feedback

“Action is the foundation key to all success”

Pablo Picasso

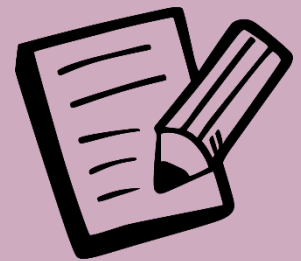
# Responding to feedback

## Effective practice:

- Utilise in class time to provide generic assessment feedback and facilitate discussion on how to improve work
- Encourage students to seek exam feedback
- Provide dedicated office hours for assessment feedback at key times of academic year
- Inform students when results are released

## Enhanced practice:

- Consider using peer assessment to enhance students' understanding
- Hold session on how to interpret feedback



# Examples in practice

At UoH:

- The Department of Sports Health and Exercise Science record practical assessment (presentations and vivas) and mark electronically. Students are then encouraged to watch back their assessment with the module leader as part of the feedback process.

Elsewhere:

- [The University of Nottingham](#)- student facing webpage on interpreting feedback which encourages students to create a feedback action plan
- [The University of Reading](#)- guidance on peer assessment

# Supporting students with reassessment

“If you fell down yesterday, stand up today”

HG Wells

# Reassessment support

## Effective practice:

- Initiate conversations with students that have failed assessments
- Provide dedicated time to help students with reassessment



## Enhanced practice:

- Hold reassessment summer school (intensive sessions, possibly an online webinar)
- Proactively engage with students repeating assessment

# Examples in practice

At UoH:

- The Science Foundation Year team hold a one day revision session during summer to prepare students who previously failed the maths module

Elsewhere:

- [Queen Margaret University, Edinburgh](#) run a two week study support programme in the summer to assist students with reassessment.
- [Oxford Brookes University](#) (Catley and Williams, 2006) paper on the impact of providing individual exam feedback on failed exams to assist in preparation for resits



# Signposting to specialist support

“It’s not what you know but who you know”

Unknown

# Signposting to specialist support

For queries that do not sit directly within the academic sphere, it is important to signpost to the relevant services. Generally most assessment related queries will be connected to the following specialist services:

- [Student Wellbeing, Learning and Welfare Support](#)
- [Registry Services](#)
- [Language Learning Centre](#)
- [Skills Team](#)
- [Hydra Digital Repository](#)



Further Information

# References

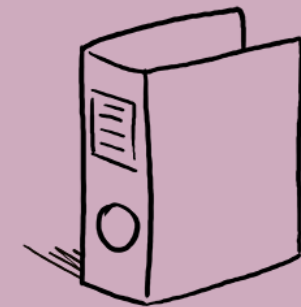
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# Other Toolkits

The Student Engagement and Transition Team has created a series of toolkits to share best practice from around the university and the rest of the sector. The team are happy to discuss the content of the toolkits and advise on implementation.

Other toolkits available in the series are:

- Induction
- Peer Mentoring
- Pre-arrival
- Social Media



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