



## JISC Final Report

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## **a) Acknowledgements**

This project was part of the JISC funded '*Transforming Curriculum Delivery through Technology Programme*' and has been influenced by many key informants. We wish to acknowledge the support and help of Inspire Research, our Steering Group, Project teams in our cluster (Bristol, Exeter and Westminster), and our critical Friend; Malcolm Ryan.

We valued the trust and opportunities given to us by our partner Schools (the Business School and the School of Life Sciences).

We are particularly grateful to the JISC for the opportunity to engage in the work and we gained much from the support, probing and encouragement from the JISC team – **thank you!**

## **b) Report Summary**

### **• Project Overview**

The **E**ffecting **S**ustainable **C**hange in **A**ssessment **P**ractice and **E**xperience (ESCAPE) project is a response to national and institutional concerns regarding assessment and feedback. The project team worked with two academic schools, (the School of Life Sciences and the Business School), in order to develop more learning-oriented assessment. The motivation being to enhance the assessment experience and the learning potential of students and staff.

Across the two schools we worked with nine module teams. To help maximise the impact of and spread of the nine modules came from a number of discipline areas (within the two schools).

We used an Appreciative Inquiry (AI) approach to work with the module teams. AI has an emphasis on current good practice. We used the AI approach to encourage module teams to reflect on their current practice, identify current strengths and articulate their pedagogic values. We used these reflections to help module teams shape their practice and increase the alignment of practice with an assessment-for-learning approach.

We mapped the current assessment landscape within the two schools and captured details of module assessment via case studies.

New curriculum delivery and assessment methods were developed and framed around assessment-for-learning activities. This process was led by the module teams, with the ESCAPE team acting as enablers, advising and supporting rather than overtly leading the development. Activities included, a review of current practice, showcasing examples of good practice and exposing the teams to research informed principles of effective assessment and learning. We also engaged the teams in mapping their current practice to our ESCAPE (assessment for learning) themes.

#### *Advice to others:*

- Work with modules that can help spread the work and grow the legacy of the project
- Work with partners in an 'Appreciative Inquiry' way
- Use research informed principles to help guide the discussions
- Avoid dumping solutions on module teams

The Project Outputs are:

- A project website acting as a central container for our information / activities  
Available at: <http://www.herts.ac.uk/about-us/learning-and-teaching/blended-learning-institute/projects/blu-national-projects/escape-project.cfm>
- A project blog describing our ongoing thoughts, activities and progress. The blog was updated on a regular basis and compliments the more traditional end-of-activity evaluation. The blog comprises over 100 entries specifically written to share and disseminate thinking relating to ESCAPE project activity. Available at: (<http://escape-uh-jisc.blogspot.com/>)
- A series of case studies built around the modules that worked with the project  
<http://bit.ly/gA9aMY>
- A series of ESCAPE workshops and seminars sharing our approaches and emerging findings with colleagues from across the University.
- A resource pack – the ESCAPE Toolkit, which details the project processes and activities, including insights into critical success factors and guidance for implementation across other school
- The toolkit comprises a
  - set of six ESCAPE (assessment-for-learning) themes <http://bit.ly/ffQT1L>
  - Teacher-facing questions supporting the ESCAPE themes (oriented around assessment design) <http://bit.ly/icAFCU>
  - Student-facing questions supporting the ESCAPE themes (oriented around expected student activity) <http://bit.ly/g5oCib>
  - A set of postcards which can be used for student facing activity  
<http://bit.ly/dFpdw7>
  - A set of ‘features and consequences’ describing the expected outcomes for each of the six ESCAPE themes
  - A feedback hierarchy – making more of feedback <http://bit.ly/g0JxGz>
  - A collection of real-world, practice-oriented, hints and tips for each of the ESCAPE themes <http://bit.ly/hUI9TI>
  - 14 assessment case studies. Each case study has been overlaid with the ESCAPE themes showing how the themes relate to practice. Available at (<http://bit.ly/9yzNPI>)
  - Assessment Patterns
    - Reducing the reliance on end of process high stakes assessment <http://bit.ly/gCCKQF>
    - Making more of feedback <http://bit.ly/fdALBD>
    - A programme view of assessment <http://bit.ly/igkFUn>
  - Camtasia videos describing in more detail the ‘Themes in Practice’
    - The ESCAPE Themes <http://bit.ly/ffQT1L>
    - Mapping the assessment landscape ( <http://bit.ly/cghOY3>)
    - Resource efficiency and educational effectiveness considerations (<http://bit.ly/bFepHK>)
    - Using technology to enhance the efficiency of peer assessment <http://bit.ly/eranDx>
    - Using technology to provide student unique regular assessment activity <http://bit.ly/dYhunJ>

- *A set of workshops dealing with good practice in assessment and feedback as part of the CPAD (staff development) programme, to broaden the influence of the project to new teachers and academic staff new to the University.*
- *Significant contributions to the JISC Design Studio. We have a well populated project page and contributed around 40 assets to the Design Studio for wider consumption. (<http://bit.ly/bUbXJP>)*
- *A journal article describing the ESCAPE project (<https://uhra.herts.ac.uk/dspace/handle/2299/4331>)*
- *Contribution to the NUS publication – to be published relating to assessment and feedback*
- *Input into JISC publication ‘Effective Assessment in a Digital Age’ (<http://bit.ly/96FyxP>)*

### **2.3 Impact and Benefits to the Community**

We are seeing transformative changes to assessment practices in the modules that the ESCAPE team have worked with. There is a much greater emphasis on the application of assessment-for-learning approaches. The pedagogy is supported by the use of appropriate aligned technologies such as; use of student-produced videos, Podcasts, Blogs, electronic submission of coursework, use of StudyNet to support group work and the use of wikis.

There have also been collateral effects where the assessment practices of modules not directly associated with the ESCAPE Project have been influenced. This has typically occurred where staff from modules associated with the ESCAPE Project has worked with and influenced colleagues on other modules. Additionally staff from other modules have approached the project team with requests to work with them in order to support their current assessment practice.

The ESCAPE toolkit is being used more widely in the University of Hertfordshire as a way of encouraging and enabling schools to map their current practices to established good principles in learning, teaching and assessment and to highlight areas where the current curriculum and assessment practices are not constructively aligned.

We have taken numerous opportunities to showcase our work and thinking and have received interest from other universities (for example the University of Exeter) to use the ESCAPE toolkit for curriculum development activity. Professor Chris Rust (Oxford Brookes University) used our ESCAPE resources to support an assessment and feedback workshop at Kingston University.

The University of Hertfordshire is currently running a one year (September 2010 – August 2011) assessment project that is being influenced by the experiences gained from the ESCAPE Project.

## 2.4 Main Lessons Learnt

To help describe the main lessons learnt we offer the following list:

### Engaging staff

- *Appreciative Inquiry works well – but takes time. Be prepared for staff to want to tell you all their issues and why things don't work. Be patient, AI might be a new concept for some colleagues. Ensure too (if teams seem focused on issues) that they are pushed to reflect on things that work too.*
- *Taking module teams away for two days allows the space for proper and continual reflection on practice and planning. Be prepared to be told staff do not have time to engage in two days activity. Persevere. Assessment is too important not to pursue and to be persuaded otherwise. Be ready too for the groups to converge on ideas in the last few hours of the two day event.*
- *There **will** be secondary and collateral effects. Create opportunities for these to happen.*
- *Acknowledge that different academic Schools have different cultures and different ways of working. Spend time trying to understand the ways in which Schools work and how best you can exploit their cultural interests.*
- *Look to use and exploit existing university systems (e.g. process improvement and review, academic quality and enhancement processes) and be aware of unexpected internal and external influences.*

### Pedagogy

- *Do not expect all teaching teams to share your interest in pedagogy nor have the same values. Accept the differences but be sure to inform discussions with research informed principles.*
- *Take time to show how the principles relate to practice. Ensure discussions are not centred around abstract ideas. Offer concrete examples and make sure the examples are located in the disciplines you are working with.*
- *Use the discussions on effective practice to show how technology can help. Avoid offering solutions*
- *Be realistic and ensure that your discussions include notions of resource efficiencies.*

## c) Main Body of Report

### 3.1 What did you do? (Methodology)

#### *Set a brief overview of the context of your project*

The Effecting Sustainable Change in Assessment Practice and Experience (ESCAPE) project worked in partnership with the Business School (BS) and the School of Life Sciences (LS) at the University of Hertfordshire.

The project focused on creating more learning-oriented assessment with nine modules across the two schools. A mix of curriculum development activities and change management processes were used to *investigate, formulate, pilot and embed technology supported solutions* in order to bring about pedagogic change. The over-arching objective of the project being to improve the educational effectiveness and the resource efficiency of assessment practices.

This project provided opportunities to (re-)surface good practice in teaching, learning and assessment. It was intended that modules not directly tied to the ESCAPE project would benefit from the emerging collateral effects such as the 'good-practice' discussions and consequent improvements.

Once the pilot phase was complete we looked to embed the new practices within the modules and used these examples as a springboard for change on other modules.

#### *What did you set out to do? (Provide a summary of your aims & objectives, and note if they changed during the project.)*

The ESCAPE project was a response to institutional and national concerns regarding assessment and feedback. Working with two academic Schools, the project set out to develop assessment *for* learning activities that enhanced the assessment experience for learners and staff within the Schools.

Building on curriculum development and change management activities within our Blended Learning Unit, we investigated and incorporated ICT to improve the effectiveness and efficiency of assessment practices in our partner modules.

The long term aim of the project is one of transformative change, bringing about knock-on developments of learning and teaching activities (so called collateral effects), in recognition that learning, teaching and assessment should be constructively aligned.

The specific project objectives are:

- Developing and implementing appropriate ICT supported assessment activities.
- Investigate, develop and engage in ways of embedding and sustaining the successful changes in assessment practices across the two Schools.
- Evaluating the impact of the assessment interventions.
- Disseminating findings to the Institution and the wider community

*Summarise what you did and how.*

*Tell the story of what you did (rather than listing workpackages).*

Initially the ESCAPE team met with senior managers and academic staff across the two schools involved in the project. The initial meetings were established to raise awareness of the project, and to agree timelines and protocols for working with the school. Discussions also took place to agree which modules would be most suitable to be involved with the project. As a result of these discussions, and of further research carried out, four modules from each school were selected

We carried out a comprehensive baseline study of the assessment landscape within the two schools. The results of the baseline study were presented graphically. In addition to showing all the assessment with each module, each module was located on a two dimensional grid with axis cwk:exam and level of study.

The project was officially launched in each of the Schools with an all-staff email from the Head of School outlining the aims of the project and detailing its background. As a result of this publicity an additional (ninth) module was included in the project.

After the official launch of the project, school meetings were held with the module teams where we sought to introduce them to each other and to start to build a working relationship with us. A discussion was held with the teams about the project aims and objectives and their expectations of the project. The overall project approach was discussed and a project methodology, working practices, timelines and milestones were tentatively agreed.

We took an appreciative inquiry (AI) approach to working with the module teams. Using an AI approach, we:

- looked at positive aspects of the teams' assessment and feedback practice
- got the teams engaged quickly
- focused teams on their practice
- empowered individuals and teams to make a difference
- ensured ownership of change was within the module teams
- set out to create sustainable change

A series of individual AI interviews were carried out with module teams. This helped us to build a relationship with the team and gave better insights for us to develop an understanding of the module's teaching, learning and assessment practices. In addition we were able to map other influences on the module such as how particular degree pathways or student cohorts influenced the module.

As a result of the AI interviews we compiled a series of case studies that would detail the module's journey through the project.

The main focus of the individual AI interviews was that it gave the module teams an opportunity to reflect on their current practices and to explore the consequences of these practices on the student assessment experience. It allowed staff to start to look at the consequences of changing the assessment profile of the module, and to explore the mechanisms for achieving this. It also cemented the working relationship of the module teams with the ESCAPE team, through fostering a shared understanding of the challenges of the project and helping to develop a reflective approach to their practice.

Draft module case studies were written up and circulated to the teams for comment.

In July 2009 we held a two day, off-site, re-engineering event that eight of the nine teams were able to attend. A separate event was held for the remaining team.

Over the course of the two days, the teams:

- Were introduced to research informed principles of good practice in assessment and learning. The ESCAPE (assessment-for-learning) themes were emerging at this point
- Mapped their current practice to these principles
- Met with peers who had successfully adopted new assessment for learning practices
- Had demonstrations by practitioners of useful pedagogical and technological approaches to assessment such as EVS, WATS, Video and the use of a MLE for collaborative learning. The emphasis being on how the technology had supported the pedagogy for the practitioner.
- Were involved in formulating their plans for the re-engineering of their module's assessment practice. (This session was, in part, facilitated by Rachel Harris of Inspire Research). We worked with the teams to develop and grow own assessment for learning approaches that were suitably aligned with their specific subject areas
- Used Fishbone Analysis to formulate an action plan and associated timeline for the re-engineering process.

Teams worked over the summer on the new assessment approaches supported by the ESCAPE team.

Module teams were supported during the pilot phase in using new technologies that they were adopting. Examples of this include running student seminars on how to use a wiki (for sports studies students - used as part of a new collaborative assignment), providing technical, pedagogical and tutorial support for the application of the WATS system of mathematics tutorials and working with module teams to use StudyNet the University MLE to better support collaborative learning.

The ESCAPE team met regularly with the module teams over the pilot stage providing help and support where required.

Pre and post ESCAPE student assessment surveys were conducted to capture the student perspective experience and impact of the re-engineered assessments. These were electronic surveys that the students were invited to complete via their module website after completion of the module. The student assessment surveys were conducted using the Assessment Experience Questionnaire (Gibbs & Simpson, 2004).

Once the pilot stage had completed follow-up interviews were held with the module teams to capture their perspective of the re-engineered assessments. These reflections were incorporated in the module case studies.

Various (internal and external) dissemination activities were held throughout the year. Internal dissemination activities included a number of seminars and workshops on assessment held in conjunction with the Learning and Teaching Institute. External dissemination included participation / presentation at conferences and JISC organised events.

*Discuss the project methodology – for example technical implementation, how you went about your evaluation activities, how you engaged your stakeholders etc.*

The success of the project hinged on the engagement of the module teams. This was achieved through the use of an AI approach that allowed us to build a working relationship with the teams quickly and enabled us to gain a thorough understanding of the module we were working with. The AI approach involved teams reflecting on their current practice in a structured way so that they were able to identify, and consequently build upon, the good practice that already existed. The teams were supported in this process and helped to develop pedagogically sound assessments that incorporated increased opportunities for feedback and to help students make more of the feedback. The adoption of the AI approach meant that the ownership of the change process lay with the module teams – the changes were not imposed from the ESCAPE team but emerged from the reflection and discussions that the module teams had with the ESCAPE team. Ownership of the change is important from a sustainability perspective. The current good practice of the modules was mapped to principles of good assessment and learning and used as a basis for further development.

In most cases, changes to assessment were supported by the application of ICT – for example the use of student group wikis, student produced and edited videos, the submission of multiple draft assignments through our MLE. The underlying principle was that the technology was used to support sound pedagogical practices which had been identified and explored, as part of the two day reengineering event.

During this two-day event we used local experts to introduce and demonstrate a range of technologies that they had used with students. Example included the use of EVS with large classes to provide feedback on the lecture, the use of StudyNet to support group work and how student produced video can support learning. The use of the technologies was also mapped to principles of assessment and learning.

Taking the module teams off site for two days provided the teams with time to reflect on their current practice and to meet the other teams working with the project from the other school. Teams were able to share ideas and explore new ways of using assessment that were pedagogically sound and that could be supported through the use of appropriate technologies.

We worked closely with the module teams over the course of the project helping them to develop and apply the new approaches to assessment. We were able to provide help in a number of ways, for example:

- Mapping the reengineered assessment to the evolving ESCAPE (Assessment for learning) themes
- Negotiating for the provision of student technology mentors to support staff using unfamiliar technologies
- Providing demonstration and training in technologies to support assessment eg WATS, Wikis, editing of podcasts, editing of video, more effective use of our MLE.

### 3.2 What did you learn?

- *Appreciative inquiry (AI) worked really well in getting staff engaged and moreover allowing them to work on development and growing their existing good work - we were not imposing solutions on them - they were generating them themselves and locating them on their current activity, context, pedagogic beliefs and technological competencies.*
- *Some of the changes will take two years to really bed in - the process is an iterative one and is informed by the experiences of the pilot year*
- *Some modules did not engage with us as well as we had hoped but lessons were learnt on the best ways to work with the module teams and to encourage teams to develop a reflective approach to their teaching. The ESCAPE tool kit will help with this*

### 3.3 Impact

*Describe the impact of the work of the project on users/stakeholders etc. compared to how things were originally before the project. Describe how your project has changed the attitude of your stakeholders.*

The ESCAPE project has raised awareness in schools of the importance of assessment and the role it plays in relation to learning and the wider student experience. We have (gently but appropriately) challenged the status-quo and empowered module teams, through encouraging reflective practice, to develop new learning oriented approaches to assessment.

Modules that were not directly associated with the ESCAPE project have also been influenced through secondary and ripple effects. Examples include the adoption of assessment practices that have been piloted with ESCAPE, the use of appropriate technologies to support learning and assessment and the use of StudyNet in a more coherent way that supports module delivery.

Some of the module teams that have worked with ESCAPE have made extensive changes to their module's delivery and assessment landscape. They are looking to publish the results of their work in subject specific journals.

We have been able to support the use of WATS on a large scale within the school of Life Sciences in a compulsory first year module. The success of WATS in supporting students has led to plans for a wider use of WATS to support students on a number second year pathways and a masters module.

Examples of impact from our partner modules are shown below:

#### *Introduction to Biochemistry, Microbiology and Pharmacology level 1*

- Produced a series of student lead laboratory technique **videos** to support student learning. These are available on the MLE and also can be viewed in the laboratory on new, large flat screen, monitors.
- Use of maths support **videos** using a visualiser to demonstrate mathematical techniques
- Drop tests used with EVS
- Increased use of EVS in the lecture
- Extensive use of WATS
- Use of student name badges (simple but effective - helps staff/student relationship)

***Collateral effects – increased use of WATS next year in other modules, video used for other modules***

### *Global Geomorphology level 2*

- Use of student produced video on field trips
- Use of reading groups to get to facilitate students engaging with the literature.  
Supported by groups on MLE

***Collateral effects – video used on field trip, use of notebook to edit video, note book to show finished product to other groups at the top of a mountain.***

### *Principles and Practice of Sports Science level 2*

- An online progressive small group assessment (groups of four students) – use of wiki as collaborative tool
- Enhanced use of MLE tools
- Draft submission of assignment – so chance to react to feedback
  - Submit - feedback and grade
  - Resubmit – feedback and grade
- Online submission and marking
- Students took a Belbin test to help facilitate the groups
- Students provided with wiki training
- Lecturer blogged to provide regular feedback, encouragement and nudging to students
- Use of videos of mathematical techniques (Using Microsoft Excel and Camtasia)
- Use of student led video training next year

***Collateral effects – enhanced skill set of lecturer – transferred skill set to other modules. Core resources developed here, to be made available for use elsewhere***

### *Strategic Management Level 3*

Use of a weekly video blog. The intention of the video blog is to prepare students for the lecture. It has its own Q&A section that is populated with questions that the lecturer has been asked.

***Collateral effects: Skill set of lecturer, Idea to be taken to other modules and technique can be taken to other modules too.***

### *Corporate and Social Responsibility level 3*

- FAQ populated on Studynet - FAQ populated from last years experiences – meeting held of whole module team and the questions were pooled
- Comprehensive online guidance given for assignment with links to appropriate recourses
- Better and more comprehensive guidance for the visiting lecturer's that acted as tutors
- Students given much more detailed guidance and feedback in writing this year on assignments
- Use of Studynet groups in the group assignment. Use of online threaded discussion to support the assignment
- Conversations withy lecturer much higher quality – students asked proper questions that they had thought about not the obvious ones that students could get answered through looking at the FAQ

- Students were less frantic than previously as they were able to find answers to questions and information quickly
- Lower (zero) level of student complaints

#### *Advanced corporate Reporting level 3*

- Use of video to introduce the module
- Use of draft assignment
- Use of essay plan
- Submission of consolidated notes
- Use of blog to feedback on assignment and general progress

#### *Contemporary Personnel Perspectives level 3*

- Increased use of drafts
- Use of tutorials and emails to support the draft submission
- Use of student technology mentor
- Use of podcasting

*Arguably the overall impact relates to greater pedagogic awareness and the implementation of more learning oriented teaching, and assessment activity*

#### *What kind of difference has your project made?*

- Assessments – these have been broken up and have a feedback opportunities built in
- (More) use of draft submission
- Peer assessment used in a number of modules
- Increased feedback & dialogue outside of assessment
- More group work in modules
- Increased use of technology to support the pedagogy – eg use of video
- Increased personalisation of assignments work – WATS, video, group work
- Change in the staff attitude – willing to try new things
- Staff able to cope better with large increases in student numbers
- Better student attainment (through WATS and EVS in IBMAP)
- Better student engagement – draft submission, FAQ

#### *What evidence do you have for this?*

- Student assessment survey data
- Assignment types and profile of assessment within the modules
- Lecturer feedback
- Attainment of students – there are specific examples of this IBMAP, IBMAP team were awarded a Faculty Quality Enhancement Award. The award is present to teachers that have demonstrated excellent outcomes. The chair of the Board of Examiners also wrote “*I am delighted that your work with WATS has been rewarded with a Quality Enhancement Award. The project was a great success and I am sure has contributed substantially to the improved Bio level 1 engagement and performance as seen in yesterday’s exam board*”

- **How has the wider community benefitted from your project?**

From the outset we were keen to ensure that others, both inside and outside the University would benefit from our work.

As such we have created our ESCAPE toolkit, have engaged extensively on the JISC Design Studio and have kept and updated a blog. Additionally, we have sought numerous opportunities to present our work, share our thinking and have our thinking tested. Hence, we have presented the ESCAPE project at the following (external to the University of Hertfordshire) events include:

- The Higher Education Academy Bioscience Subject Centre event 'Using technology to enhance feedback' (14/12/10)
- The International Society for the Scholarship of Teaching and Learning - (20/10/10)
- The Greenwich e.learning conference cluster presentation *Synergy in action* (7/7/10)
- The International Blended Learning Conference (17/6/10)
- The JISC Conference (Project Demonstration) *Helping you escape from ineffective and inefficient assessment: The role of technology* (13/4/10)
- The JISC Pedagogic Experts Group (17/3/10)
- The Ulster E-learning Conference (21/1/10)
- The JISC Pedagogic Experts Group (21/10/09)

#### **d) Conclusions & Recommendations**

This project was about assessment; this project was about learning, about change management and about technology. The success of this project was in part, due to our repeated recognition of the multiple and related aspects of this project.

##### *Learning*

Developing robust and learning oriented assessment is non-trivial. The complexity of this challenge, for us, was exacerbated since we were supporting Schools and not changing our own practice. The ESCAPE project facilitated change in others. We took our time to understand the culture of our Schools and also trying to understand the influences on their curriculum and pedagogy. While recognising that potential value of different pedagogic perspectives we did push back against ideas and practice that had limited potential for learning. Being aware of the research literature in relation to assessment, feedback and learning was important.

##### *Change and sustained change*

Being strategic about who to target was important as was understanding how best to engage the modules teams that we wanted to work with. It was important for us, to use an appreciative inquiry approach to engage with our modules. Understanding the processes of change was important as understood why people innovate. It was also important to avoid pestering colleagues for data that we, ourselves, could establish.

Developing relationships understanding culture and working with in partnership underscored our activities.

## *ICT*

It is far too easy to dump solutions on colleague or suggest that a particular technology was exactly what was needed. Discussions around technology followed discussions around learning and assessment. As such we were able to indicate which technologies 'might' help respond to the ways forward that the teams had ownership of. Having helped a member of staff see the benefits of collaborative work (for him and his students) it was an easier task to show him a wiki. A technology that he had not previously used nor engaged with.

### **e) Implications for the future**

Four areas of activity can be highlighted in regards to the future

#### i) Existing ESCAPE modules

Given the project methodology, i.e. to change thinking and help our partner Schools develop their own solutions (solutions that were monitored), we envisage that the module teams we worked with will use their experience and expertise to further develop the existing ESCAPE modules. Hence, year-on-year, students enrolled on these modules will benefit. We do not imagine any drift back of the assessment to the activities non learning oriented.

#### ii) Non ESCAPE modules

Given that we only worked with a sample of the module teams at the University it is important that the learning and the benefits gained permeate more widely. Specifically, we will:

- Push the use of the ESCAPE toolkit (resources) to help non-ESCAPE modules benefit from the project – this will include resources and results from the ESCAPE modules
- Continue to present the ESCAPE outputs to new members of academic staff on the Continuing Professional Academic Development programme.
- Draw on the ESCAPE work and its findings and present at internal workshops.
- Set out to support academic Schools in assessment and curriculum design activity. We have internal data that can help us target areas where challenges in relation to assessment and feedback exist.

#### iii) Ongoing work at the University of Hertfordshire

We will use the lessons learnt and seek opportunities to feed these into University-wide systems, processes and activities: i.e:

- The University has established a year long, University-wide, project relating to assessment. The ESCAPE project director is now leading the University-wide project. While the University-wide project has a particular focus, there is some overlap with aspects of the ESCAPE project. Hence, we will feed our work and resources into those overlapping areas.
- We are looking to see how we can embed some of our ESCAPE resources into the formal curriculum design and review processes that operate at the University

#### iv) Ongoing work in the sector

The ESCAPE toolkit, (and its components), resides on the JISC Design Studio – ESCAPE project page. We are happy for colleagues to draw on these resources and use them in their own contexts. We will also look to continue to add to the ESCAPE project page with other relevant resources.

## f) References

Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1, 8.

Location of ESCAPE project resources

Project Blog:<http://escape-uh-jisc.blogspot.com/>

Project area in Design Studio:

<http://jiscdesignstudio.pbworks.com/w/page/12458419/ESCAPE-Project>

## g) Appendixes (optional)

Glossary

EVS: Electronic Voting System

FAQ: Frequently Asked Questions

IBMAP: Introduction to Biochemistry, Microbiology and Pharmacology

MLE: Managed Learning Environment

WATS: Weekly assessed Tutorial Sheets – for details of the inception of the WATS work see

[http://www.engsc.ac.uk/resources/wats/downloads/wats\\_report.pdf](http://www.engsc.ac.uk/resources/wats/downloads/wats_report.pdf)

StudyNet: The University of Hertfordshire's bespoke Managed Learning Environment