

Use these references as a starting point to further investigate assessment.

### Engaging students

- [Engaging Students with Assessment Feedback](#), FDTL project, Oxford Brookes University. ESRAF information available online at: <https://mw.brookes.ac.uk/display/esraf/Home>.
- This is a HEFCE funded three-year project (2005 to June 2008) operating at Oxford Brookes University Business School and two partner institutions; University of Bedfordshire and University of Bradford. The website includes a conceptual framework around assessment and feedback methods; a list of discussion topics; resources (including a literature review), case studies and links to research in 'cascade partner' institutions.

### Formative assessment

- Boud, D. & Falchikov, N. eds, (2007) *Rethinking Assessment in Higher Education*, Routledge, Oxford.
  - This is an excellent resource for staff interested in current research into assessment practice; it is not a resource of immediate teaching practice tips. Contributors to this book look at and challenge the current discourse of assessment (quality assurance; achieving standards, students as 'objects' of assessment) and instead provide a view of assessment as a contextual issue: as an educational practice firmly based in the socio-political assumptions surrounding our beliefs around the function and purpose of education.
- Gibbs, G. & Simpson, C. (2004) 'Conditions under which assessment supports students' learning', *Learning and Teaching in Higher Education*, Issue 1.
  - This is a comprehensive guide to developing assessment for learning. Student perception of 'what counts' in assessment is discussed along with the role of coursework in guiding effort and learning. Formative assessment and feedback are also discussed in terms of current pressures for change, the decline in formative assessment and the importance of effective feedback.

### Group work

- [Assessing Group Practice](http://www.lancs.ac.uk/palatine/AGP/resources.htm) Collection of group work resources from UK universities, hosted by the University of Lancaster, available online at: <http://www.lancs.ac.uk/palatine/AGP/resources.htm>.
- Excellent and extensive collection of resources around planning and assessing group activities. Collaborative learning articles are included, along with useful forms for assessing skills. Handy resource which is useful for a range of subjects, not only performance related disciplines.

### Inclusive assessment

- [SCIPS \(Strategies for Creating Inclusive Programmes of Study\)](http://www.scips.worc.ac.uk/), University of Worcester. Disability and inclusivity web resource. Available online from: <http://www.scips.worc.ac.uk/>.
- This is a web-based resource on creating inclusive programmes of study within nineteen subject areas and for a range of disabilities. Extensive information on the specific nature (and associated learning challenge) of each disability is provided, with particular focus on the subject area selected.
- Waterfield, J. & West, B. (2006) [Inclusive Assessment in Higher Education: A Resource for Change \(The SPACE Project\)](http://www.plymouth.ac.uk/pages/view.asp?page=10494). The Student Staff Partnership for Assessment Change and Evaluation (SPACE project, HEFCE. Available online from: <http://www.plymouth.ac.uk/pages/view.asp?page=10494>.
- The SPACE project ran from January 2003 to December 2005 with the theme of inclusivity and assessment. A range of alternative and inclusive assessments were piloted, resulting in a downloadable resource on developing inclusive assessment at HE level.

### Portfolio assessment

- Strivens, J. (2006) [Efficient assessment of portfolios](http://www.open.ac.uk/pbpl/resources/details/detail.php?itemId=460d156285141), UK Centre for Recording Achievement, in connection with the [Practice Based Professional Learning \(PBPL\) CETL](http://www.open.ac.uk/pbpl/resources/details/detail.php?itemId=460d156285141), the Open University, available online at: <http://www.open.ac.uk/pbpl/resources/details/detail.php?itemId=460d156285141>
- This report describes portfolio use in 13 case studies drawn from eight universities and one professional body. The findings identify eight factors affecting portfolio assessment workload, and then focus on the various strategies taken by institutions to alleviate workload pressures.