

## Measuring the Impact of Assessment Interventions



**Table 3: Considering Impact**

**REACH:** To what extent did your intervention reach your intended audience of lecturers and students?

**Outcomes: Performance; skills development; products**

What was significant about what you did? What was the scale of the difference it made? Was it worth doing? What were the unintended outcomes (positive and negative)?

### Student Learning Outcomes

#### Prompts

- What were the impacts on students' learning outcomes?
- Did it narrow gaps in attainment between more and less advantaged students?
- Did all students benefit equally?
- Did those who were more engaged do better than those who did not?
- Did students produce high quality outputs/products?

#### How would you measure this?

### Impact on Behaviours/Beliefs

How did your intervention impact student:

- beliefs about their role in assessment
- confidence
- engagement in assessment
- understanding of assessment requirements
- ability to use, seek and give feedback
- wellbeing
- completion rate

### Student Satisfaction

Did your intervention enhance satisfaction? Were any groups less satisfied than others? (socio-economic status; age; ethnicity; gender; sex; mode of study etc.)

<b>ASSESSMENT DESIGN / Performance:</b> Was assessment design improved as a consequence of your intervention?	
<b>Prompts</b>	<b>How would you measure this?</b>
<ul style="list-style-type: none"> <li>• Higher quality assessment design <ul style="list-style-type: none"> <li>○ coherence</li> <li>○ consistency in quality</li> <li>○ clearer progression</li> <li>○ more manageable assessment</li> <li>○ greater focus on meaningful assessment</li> <li>○ &gt;authenticity of assessment – and relevance.</li> <li>○ Embedded reasonable adjustments</li> <li>○ less bureaucracy</li> <li>○ greater transparency</li> <li>○ increased partnership between students and lecturers</li> <li>○ More emphasis on student opportunities to test their understanding of quality for themselves – embedded peer and self-assessment.</li> </ul> </li> </ul>	
<b>Impact on lecturer behaviours:</b> What were the impacts on lecturers? Do they have a better understanding of assessment?	
<ul style="list-style-type: none"> <li>• lecturer competency in assessment</li> <li>• shared understandings of quality</li> <li>• engagement in training</li> <li>• impact on lecturer conceptions of assessment and the role of students in the process</li> <li>• lecturer confidence</li> <li>• lecturer assessment literacy</li> <li>• lecturer collaboration</li> <li>• shared understandings of quality</li> </ul>	
<b>Impacts on policy</b>	
<ul style="list-style-type: none"> <li>• Institutional</li> <li>• Sector – impacts across other HEIs</li> <li>• Cross Sector – impacts across different sectors, disciplines, professions</li> <li>• Government Policy</li> <li>• International reach of approaches used</li> </ul>	

<p><b>Sustainability: longer term gains</b>          What have you implemented that has become part of business as usual – will it be maintained? Student skill development beyond immediate assessment task; retention and development of new understandings; ongoing collaborations etc.</p>	
<p><b>Prompts</b></p> <ul style="list-style-type: none"> <li>• Are changes you made now embedded within curriculum?</li> <li>• Have the gains made by students and lecturers been sustained beyond the immediate module/time of intervention?</li> <li>• What effective assessment networks have you developed?</li> <li>• Changes in attitudes?</li> <li>• Upskilling of lecturers?</li> <li>• More efficient use of resource?</li> </ul>	<p><b>How would you measure this?</b></p>
<p><b>Transferability: Extent to which the ideas translate/are applicable across contexts</b> (programmes, disciplines, institutions, internationally).          Were there any subject specific findings that have relevance to the sector? How can learning be adapted and utilized elsewhere? What are the key messages/learning from this work</p>	
<ul style="list-style-type: none"> <li>• Quality of links – partnerships</li> <li>• Reach of work across the sector</li> </ul>	
<p><b>What personal learning do you take away from the project?</b>          Reflexivity: Ability to step outside of one’s immediate context to see things objectively.          Critical reflection – being able to view things from different perspectives and critique objectively based on an informed positioning.</p>	
<ul style="list-style-type: none"> <li>• What have you learnt personally from engaging in developing assessment practice?</li> <li>• What would you have done differently in retrospect?</li> <li>• What could be done better? How would you refine what you have done?</li> <li>• What are the key learning points you would share with colleagues?</li> </ul>	