

**ASKe (Assessment Standards Knowledge exchange)** is a Centre for Excellence in Teaching and Learning (CETL) based in the Business School at Oxford Brookes University. It was set up in summer 2005 with a £4.5 million award from HEFCE in recognition of good practice based on pedagogic research into aspects of assessment.

### The work of ASKe has been organised into three strands of activity

#### Strand 1: Replicating proven practice through:

- A pre-assessment intervention which the **ASKe** team has shown to work. A simple intervention such as a marking workshop prior to undertaking an assessed task can significantly increase students' understanding of the assessment criteria and improve their performance of the task. **ASKe** has supported the development of this kind of intervention on all Business School programmes, as well as in three other Schools (Built Environment, Health and Social Care, and Westminster Institute of Education). This same support is available for the remaining four Schools plus five partner institutions.
- The Academic Conduct Officer (ACO) system which the **ASKe** team is further developing, in addition to researching effective ways of encouraging and promoting academic integrity.
- The Peer Assisted Learning (PAL) programme, long used by the Business School, which **ASKe** has extended across the School. Support is also offered to help at least three other Schools introduce PAL.

#### Strand 2: Pioneering evidence-based practice

Appropriate development projects will be funded, both within the Business School and across the whole University. Projects will seek out and support ways to develop and enhance assessment practices.

#### Strand 3: Cultivating a community of practice

The **ASKe** team has developed a new, £2 million building on Brookes' Wheatley Campus. This provides a physical environment to support student learning outside structured class time, in which staff and students can meet to develop a shared understanding of academic standards.

But it's more than just a building. The **ASKe** team argues that only a true community of practice will ensure shared understanding, so **ASKe** (in conjunction with other parties at Brookes) is also developing the social environment necessary to colonise this physical space.

To find out more about **ASKe's** work, please contact:  
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2483

# Using generic feedback effectively



**Assessment Standards Knowledge exchange**  
The Centre for Excellence in Assessment at the Business School



Would you like to help your students gauge how well they are doing?

Would you like to encourage them to become independent learners?

Have you ever considered how generic feedback might improve individual performance?

If so, why don't you try this three-step exercise?

It's easy to do, and it works...

## ...here's how you do it

- 1**
  - When assessment of the cohort is complete, describe the overall strengths and weaknesses of your students' work, highlighting what was done well and what needs to be improved. Provide this feedback to your students both orally and in writing, and allow them to ask questions.
- 2**
  - Ask your students to evaluate their own work in the light of the generic feedback, and so write a self-assessment with action points for future work.
- 3**
  - Provide individual feedback to your students which builds on the earlier generic feedback.