

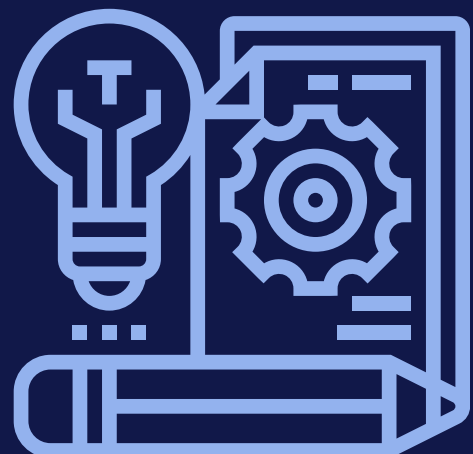


UNIVERSITY OF LEEDS

WORKING IN PARTNERSHIP WITH STUDENTS FOR ASSESSMENT AND FEEDBACK

**A Practice Toolkit for Higher Education
Teaching Staff**

EVA SANSAVIOR



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The Partnerships in Assessment and Feedback (PiAF) Network began life as a programme proposal in January 2024. Moving from what was, in institutional terms, an untested idea to concrete actions and outputs over a short timeframe would not have been possible without the tireless engagement, support and commitment of members of the Student Advisory Board (SAB) and the broad range of colleagues who contributed as speakers and workshop participants during the programme of enhancement workshops between December 2024 and May 2025.

As a values-led undertaking, one of the key aims of the PiAF Network was to create a supportive and developmental context in which the SAB could cultivate literacies for partnership and transferable skills. I wish to extend my sincerest thanks to the following colleagues who worked with me on recruiting and delivering a programme of training and development for the SAB: Dr Alice Borch, Rachael O'Connor, Stacey Mottershaw and Dr Alba Cercas Curry.

Bringing together 10 undergraduate and postgraduate students spanning a range of disciplines and cultures from across the University to form a SAB has been a process of ongoing transformative learning. From taking part in workshop discussions with academics, to writing collaborative blogs, running student-facing stalls and designing this toolkit, the members of the SAB have worked with inspiring commitment to the values of partnership and community. I wish to express my admiration and thanks to the members of the PiAF Network SAB for academic year 2024/25: Boroka Javor, Myra Vaish, Muyuan Ren, Tsomo Wangchuk, Yidi Wang, Francesca Lainé, Emily LeHegar, Mathew Hagar, Muhammad Zarak Khan and Anna Li Jackman.

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INTRODUCTION

In recent years, there has been increasing attention to staff-student partnerships in assessment and feedback in the educational literature (Deeley and Bovill, 2015; Bovill et al., 2021; Chan and Chen, 2023; Smith et al., 2024). A key dimension of this emergent discussion has centred on the role of these partnerships in developing assessment and feedback literacies for both students and staff (Carless and Boud, 2018; Carless and Winstone, 2020; Boud and Dawson, 2021; Zhu and Evans, 2022; Matthews et al., 2023). To date, however, there remains a gap in practical guidelines and support aimed at higher education teaching staff for implementing this approach as part of integrated and intentional decisions in curriculum design and in-classroom practices.

This toolkit aims to address this gap by taking an integrated literacies for partnership approach. Anchored in humanistic and evidence-informed academic development practice, this approach assigns a central role to the transformative potential of three key practices: **reflection, dialogue and action**. In this respect, it embraces an expansive conception of partnership as higher education learning communities connecting staff, students and employers in dynamic teaching and learning relationships while recognising the mediating role of organisational cultures, systems and processes (see Sansavior, 2021; Sansavior, 2025).

**STAFF-STUDENT
PARTNERSHIPS**



**ASSESSMENT AND
FEEDBACK LITERACIES**

With a core focus in its first year (academic year 2024/25) on developing partnerships between staff and students, the Partnerships in Assessment and Feedback (PiAF) Network brought together University of Leeds teaching staff, students from the PiAF Network's Student Advisory Board and leading researchers in the field in an integrated enhancement programme centred around specially designed, research-informed reflective tools and experiential discussions.

The PiAF Network's enhancement programme was organised around the following four themes:



This toolkit brings together a selection of the research-led reflective tools and student-facing co-created guides used during the PiAF Network's enhancement programme together with practical guidelines and examples of working in partnership with students for assessment and feedback across the assessment and feedback lifecycle, from assessment briefs to feedback. Accompanying the toolkit, the Partnerships in Assessment and Feedback Network's community of practice offers a supportive space to connect with peers, students, employers and other stakeholders to apply and share insights as well as build capabilities in this area over time.

This toolkit, aimed at staff:

Partnership Values

Introduces values-led partnership dimensions for assessment and feedback

Challenge Management

Provides guidelines for anticipating and addressing challenges

Practice Development

Presents options for developing practice across a spectrum

Co-created Resources

Includes resources co-created to support students with feedback literacies



Student Benefits

Outlines an overview of the benefits for student learning and experience

Strategic Planning

Offers practical strategies for planning impactful and values-led partnerships

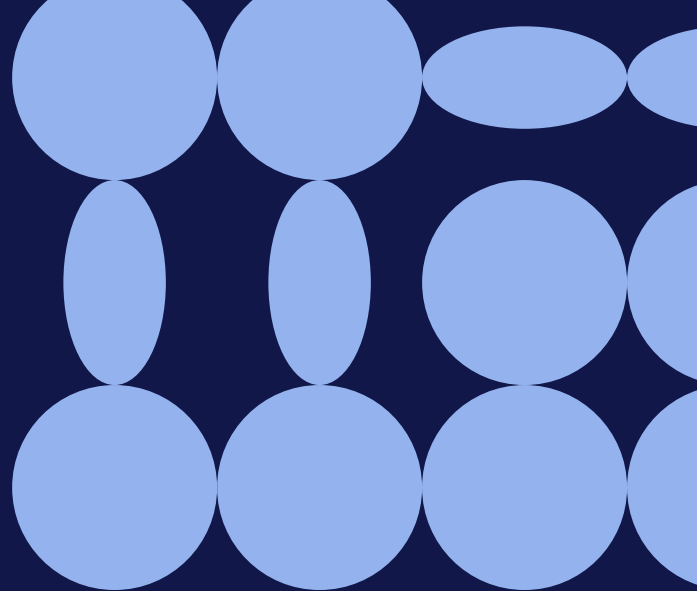
Feedback Literacy

Provides guidelines on supporting feedback literacies for both staff and students

Case Studies

Shares examples of successful partnership practices

DEFINING WORKING IN PARTNERSHIP FOR ASSESSMENT AND FEEDBACK: VALUES-LED FOUNDATIONS



“ IF HIGHER EDUCATION IS TO FULFIL ITS SOCIAL JUSTICE MISSION, IT MUST HELP DEVELOP STUDENTS AS KNOWLEDGEABLE, COMPASSIONATE AND ACTIVE MEMBERS OF THE SOCIAL WHOLE – AND ASSESSMENT PLAYS AN IMPORTANT PART IN THIS PROCESS.

(MCARTHUR, 2021, PP. 21-22)



Working in partnership with students for assessment and feedback takes many forms and is shaped by a variety of disciplinary and institutional norms. Arguably, what unites this diversity of practices is a shared commitment to ‘democrati[sing]’ assessment and feedback processes’ (Deeley and Bovill, 2015). Therefore, while this toolkit presents a practical typology for this range of practices (drawing on Bovill et al., 2021), its starting point is to posit some core orienting values for these practices aligned with such an ethos. Emerging from the intersection of lived academic development practice, the educational literature, the dialogic context of the PiAF Network’s community of practice workshops and the co-created blogs, these values are the following:

- Alongside its more widely recognised economic role, higher education contributes to the public good (e.g., Brewis and Marginson, 2025).
- Higher education teaching, learning, assessment and feedback are located within and (potentially) reproduce historically entrenched relations of power and the associated socio-economic hierarchies (Freire, 1970; Bourdieu, 1979).
- At the same time, they are a site for transformation and praxis, for realising socially just outcomes; they are ‘a place where paradise can be created’ (hooks, 1994, p. 207). (See also Giroux, 1988; McArthur, 2015; McArthur, 2021).
- Partnerships in assessment and feedback may be conceived as connecting staff, students and employers.
- For partnerships (staff-students-employers) to be meaningful, they must attend to the disciplinary context (Carless, et al., 2020; Sansavior, 2022), power, inclusion, equity, and dialogue (Healey et al., 2014; Matthews, 2017; Cook-Sather, 2018).
- Systems, processes and cultures intersect to create the conditions of possibility for meaningful and inclusive partnerships in assessment and feedback (Sansavior, 2025).

BENEFITS OF WORKING IN PARTNERSHIP WITH STUDENTS FOR ASSESSMENT AND FEEDBACK

“BEING INVOLVED IN THESE CONVERSATIONS AS STUDENTS WAS A TRULY EYE-OPENING EXPERIENCE. IT GAVE US A DEEPER UNDERSTANDING OF THE CHALLENGES STAFF FACE. HEARING THEIR PERSPECTIVES FOSTERED A SENSE OF EMPATHY — WE REALISED THAT STAFF GENUINELY CARE ABOUT STUDENT WELLBEING, WHICH MADE US FEEL VALUED AND UNDERSTOOD.

VAISH ET AL., 2025, 'IMPLEMENTING SOCIALLY JUST ASSESSMENT AND FEEDBACK: STUDENTS' PERSPECTIVES ON WAYS FORWARD'
(CO-CREATED PIAF NETWORK BLOG 2)



Working in partnership with students through assessment and feedback is foundational to seeding a culture of assessment *for* learning. Such a culture, in keeping with the PiAF Network's co-created model of enhancement, connects both staff and students in a shared endeavour of learning and development.

Key benefits include:

Students – learning and experience & capabilities

- Deeper learning and enhanced skills development (Deeley and Bovill, 2015).
- Greater assessment literacies (Smith et al., 2011; Zhu and Evans, 2022).
- Improved exam performance (Hardy et al., 2014).
- Enhanced student experience, confidence and employability skills for minoritised students (Campbell et al., 2021).
- Engaging students with long-term, self-motivated learning (Sansavior, 2025).
- Equipping students with holistic lifelong learning propensities; civic skills and capabilities (Sansavior, 2025).

Staff and shared learning culture

- Fostering mutual trust and building greater understanding and empathy between staff and students (Vaish et al., 2025).
- Allowing educators to align assessment and feedback practices with the values of social justice, inclusion and equity (McArthur, 2015; Matthews, 2017; Cook-Sather, 2018).

ANTICIPATING RISKS AND CHALLENGES

“HOW DO WE CONVINCE COLLEAGUES WHO QUESTION THE VALUE OF WORKING IN PARTNERSHIP WITH STUDENTS FOR ASSESSMENT AND FEEDBACK?”

QUESTION FROM ACADEMIC PARTICIPANT AT THE LAUNCH OF THE PARTNERSHIPS IN ASSESSMENT AND FEEDBACK NETWORK, 2 DECEMBER 2024



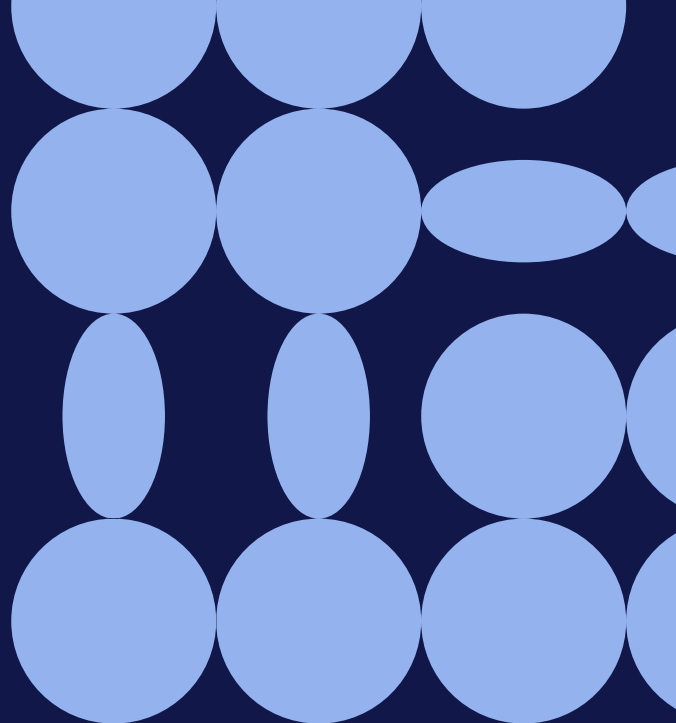
While partnership-led assessment and feedback carries significant benefits for student learning and experience as well as the broader teaching and learning culture, maximising these benefits requires an anticipatory solutions-focused approach to the potential challenges which may accompany this work. The following is a summary of key challenges and corresponding recommended mitigating actions grounded in ongoing dialogue and reflection:

CHALLENGE(S)	MITIGATING ACTION(S)
Assuring the validity of assessment as a robust and consistent marker of the quality of educational qualifications for employers, accreditation and professional bodies	• Adopt an assessment <i>for</i> learning approach with a scaffolded focus on formative assessment tasks (see page 22).
Variability in staff and student literacies for engaging in meaningful partnership	• Start small • Embrace the spectrum of partnership practices (see pages 17-18) • Focus on building long-term supportive skills development opportunities for staff and students (e.g., guides, workshops and communities of practice)
Staff and student discomfort (including resistance to change); fear of the unknown (Deeley and Bovill, 2015)	• Take emotions into account (Healey and France, 2022) • Adopt a long-term literacies approach as above using ongoing dialogue

Anticipating Risks and Challenges

Performativity and tokenism	• Aim to move beyond 'informing' and 'consulting' approaches: while helpful foundational practices, if used exclusively, these may reinforce established top-down power dynamics between staff and students • Instead: plan for a long-term literacies approach, evolving the steps taken over time towards co-created democratic practices which support and align with the development of students' literacies for partnership (e.g., this may work well with a cohort over a programme of study) • Be intentional about creating inclusive partnership opportunities by anticipating and removing barriers to participation (e.g. consider paid opportunities, targeted marketing and mentored support to ensure the broadest possible range of students have access)
Staff questioning of the value of this approach	• Highlight the alignment with University strategic priorities and educational benefits • Take a long-term view: start with a 'coalition of the willing' and build momentum over time
Perceived or actual barriers (e.g., quality assurance)	• Allow plenty of time for planning (e.g., recruiting students) and to support ongoing learning and development (for staff and students) • Seek advice from the QA team as early as possible • BUT: Beware of overstating anticipated barriers

PLANNING FOR MEANINGFUL AND INCLUSIVE STAFF-STUDENT PARTNERSHIPS IN ASSESSMENT AND FEEDBACK: AN INTEGRATED APPROACH



Embedding meaningful and inclusive staff-student partnerships in assessment and feedback relies on aligning institutional systems, processes, cultures, curriculum design and pedagogic practices and literacies with the underpinning values discussed above. Given the complexity of higher education institutions, this process of alignment is likely to call for intentional and coordinated reflective action from the range of stakeholders who contribute to shaping institutional systems, processes, cultures and pedagogic practices. The following guidelines for planning therefore suggest priorities for reflective action and dialogue aimed at the two key groups of stakeholders who are situated at the nexus of these complex ‘shaping’ relations: student education leaders and individual academics and/or programme teams.

STUDENT EDUCATION LEADERS

Identify and address institutional enablers



Institutional leadership is integral to creating supportive conditions for partnership-led assessment and feedback. Student Education Leaders need to consider the following:

1. Aligning the institutional strategic and cultural contexts and associated messaging to signal with consistency the centrality of this approach.
2. The affordances of the underpinning institutional systems (e.g. learning management systems and student data) and processes (e.g., quality assurance).
3. Appropriate long-term financial resourcing (e.g., dedicated budgets and grants) to support:
 - a. The development and capture of impact (learning, development and student experience) from initiatives.
 - b. Training and development opportunities for staff and students.
4. ‘Mission-aligned’ institutional reward and recognition systems.



Planning for Meaningful and Inclusive Staff-student Partnerships in Assessment and Feedback

INDIVIDUAL STAFF AND TEACHING TEAMS

1. Orient Values and Principles



- 1. Start with the 'why'. (Questions for reflection:** Are there any specific challenges that you hope to address or what are your pedagogical goals? How does working in partnership express or align with your values as an educator and your university's strategic priorities?). For a list of values for partnership see page 16.
- 2. Address power and barriers to participation** – Recognising and taking steps to address the power asymmetries (e.g., Matthews, 2017) that exist between staff and students along with the barriers to participation in partnership (e.g., socio-economic, linguistic or cultural) are crucial to seeding the conditions for meaningful, sustainable and equitable partnerships for assessment and feedback.
- 3. Agree on scope and expectations** – Partnerships in this area may be experienced as risky or high-stakes (e.g., due to processes, educator and/or student skills or readiness for partnership). Determining which areas of assessment and feedback are in scope for partnership is an important anticipatory step for mitigating risks (both perceived and actual).
- 4. Take emotions into account** – Working in partnership is a values-led undertaking that can stir up emotions (Healey et al., 2014; Healey and France, 2022). Agreeing on scope and expectations is a key step in anticipating and addressing potential emotional responses.
- 5. Embrace a compassionate and flexible approach** – Build in sufficient time and reflective opportunities to allow yourself, student partners and colleagues time to iterate learning and development and refine, as part of an ongoing process, your shared understanding of what works for all partners.

Planning for Meaningful and Inclusive Staff-student Partnerships in Assessment and Feedback

2. Design for Partnership



1. **Use constructive alignment principles (Biggs, 1999) to identify and embed, in an integrated manner, opportunities for partnership in assessment and feedback.** Aim to have a clear focus for student partnership in assessment and feedback (e.g., the assessment brief, assessment rubrics, essay questions, feedback).
2. **Plan to align learning outcomes with the learning activities that will be involved in the selected area of focus. (Questions for reflection:** What will students be doing, and how will these activities support them to attain and demonstrate the learning outcomes for the module?)
3. **Support and develop staff literacies for partnership** – these are the underpinning curriculum design and pedagogic skills – as an integral part of this work. (**Questions for reflection:** What opportunities are there for staff to reflect on, share and build their practice over time?) (See pages 23–24 on approaches to developing staff feedback literacies).
4. **Consider students’ literacies for partnership** – these are the information or skills students will require to engage meaningfully in partnership. Integrate this understanding of students’ literacies needs into the planning and sequencing of learning activities for the modules. (**Questions for reflection:** What will students need to know or understand? When and how can support be delivered?) (See pages 20–21 on developing students’ literacies for partnership).
5. **Timetable dedicated time in the module for addressing students’ partnership skills needs.** For example, consider using a part of teaching sessions (e.g., early in the semester) to introduce aims and how you will be working etc. Offering dedicated support workshops for students is also helpful.
6. **Reflect on the balance of content and development activities to support students’ literacies for partnership** (as above). (**Questions for reflection:** Is there scope to reduce module or programme content to make space for developing students in this way? What might the ideal balance look like?)
7. **Integrate partnership activities in formative assessments** as ‘low-stakes’ ways to develop students’ skills and confidence over time.

Planning for Meaningful and Inclusive Staff-student Partnerships in Assessment and Feedback



3. Align Timing, Systems and Processes

1. Allow **plenty of time** to plan and implement partnership arrangements.
2. **Consult as early as possible** in the planning stage with the QA team (this may be institutional, faculty or school) and gain clarity about relevant deadlines.
3. **Consider the alignment of plans with the affordances of institutional assessment and feedback systems** (e.g., by consulting relevant teams).



4. Review, Disseminate and Capture Impact

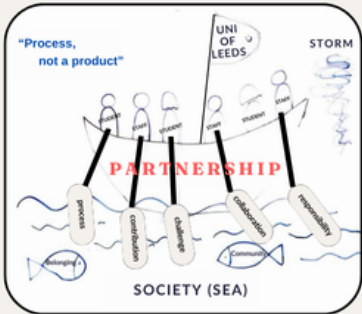
1. **Plan for ethical engagements with students** (e.g., Matthews, 2017) and opportunities for **disseminating practice** by consulting, as early as possible, on institutional ethical requirements.
2. **Build in mid-point reviews of partnership activities** (e.g., mid-semester student surveys) to capture student perspectives and integrate relevant learning in real time. Aim to focus on one area such as perceived student satisfaction, increase in confidence or understanding of the purpose of assessment and feedback.
3. **Partner (with colleagues, students and other stakeholders) to disseminate evidence of impact** internally and externally e.g., via blogs, case studies, articles and conferences.
4. **Embed end-point reviews** for long-term continuous learning and improvement.
5. **Be open to learning from both success and failure.**

IMPLEMENTING STAFF-STUDENT PARTNERSHIPS IN ASSESSMENT AND FEEDBACK – SUPPORTING REFLECTIVE RESOURCES

THE PARTNERSHIPS IN ASSESSMENT AND FEEDBACK NETWORK STUDENT ADVISORY BOARD

Co-creating a shared vision for partnership at the Welcome and Induction
Meeting on 29.11. 2024

'How might we work in partnership?'



"Process, not a product"
BOROKA, MUYUAN, MYRA & YIDI



"Deconstructing the relations of power to form the basis of a constructive partnership"
ANNA & MAT



"Implementing core values.. and embracing the partnership journey, where the realities of experience ebb and flow like waves"
EMILY & TSOMO

Workshop Lead: Dr Eva Sansavio | Poster design: Tsomo Wangchuk



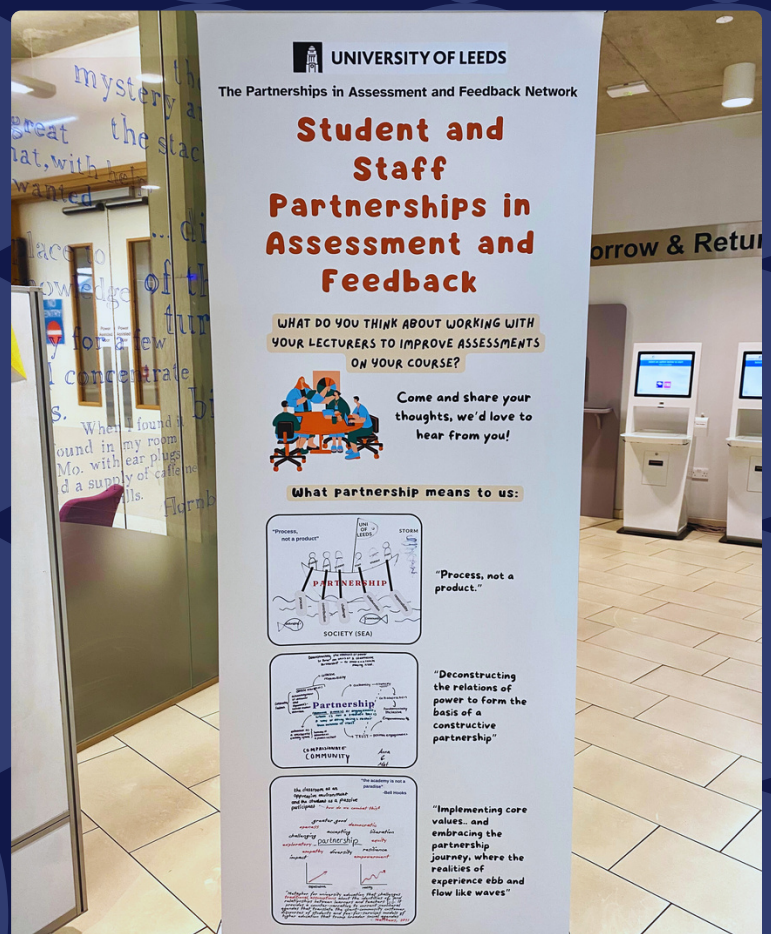
PiAF Network Student Stalls at the Laidlaw Library, University of Leeds, 20 March.
Photo: Tsomo Wangchuck



PiAF Network Student Stalls at the Laidlaw Library, University of Leeds, 20 March.
Photo: Tsomo Wangchuck

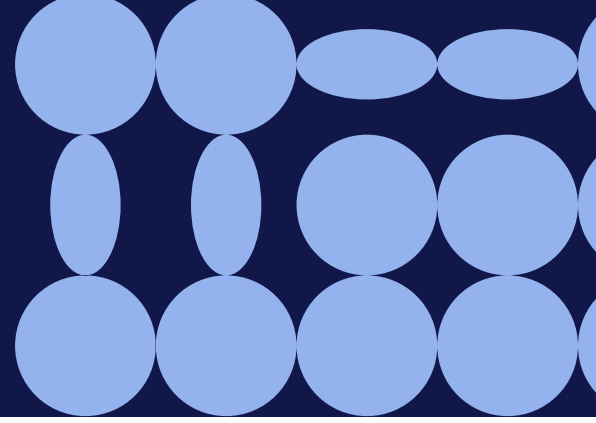


PiAF Network Student Stalls at the Laidlaw Library, University of Leeds, 20 March.
Photo: Tsomo Wangchuck



PiAF Network Student Stalls at the Laidlaw Library, University of Leeds, 20 March.
Photo: Eva Sansavio

1. ORIENTING VALUES AND PRINCIPLES



A. Identify and orient the values of partnership by reflecting on the intersection of your values as an educator and institutional values with the following values of partnership (Healey et al., 2014).

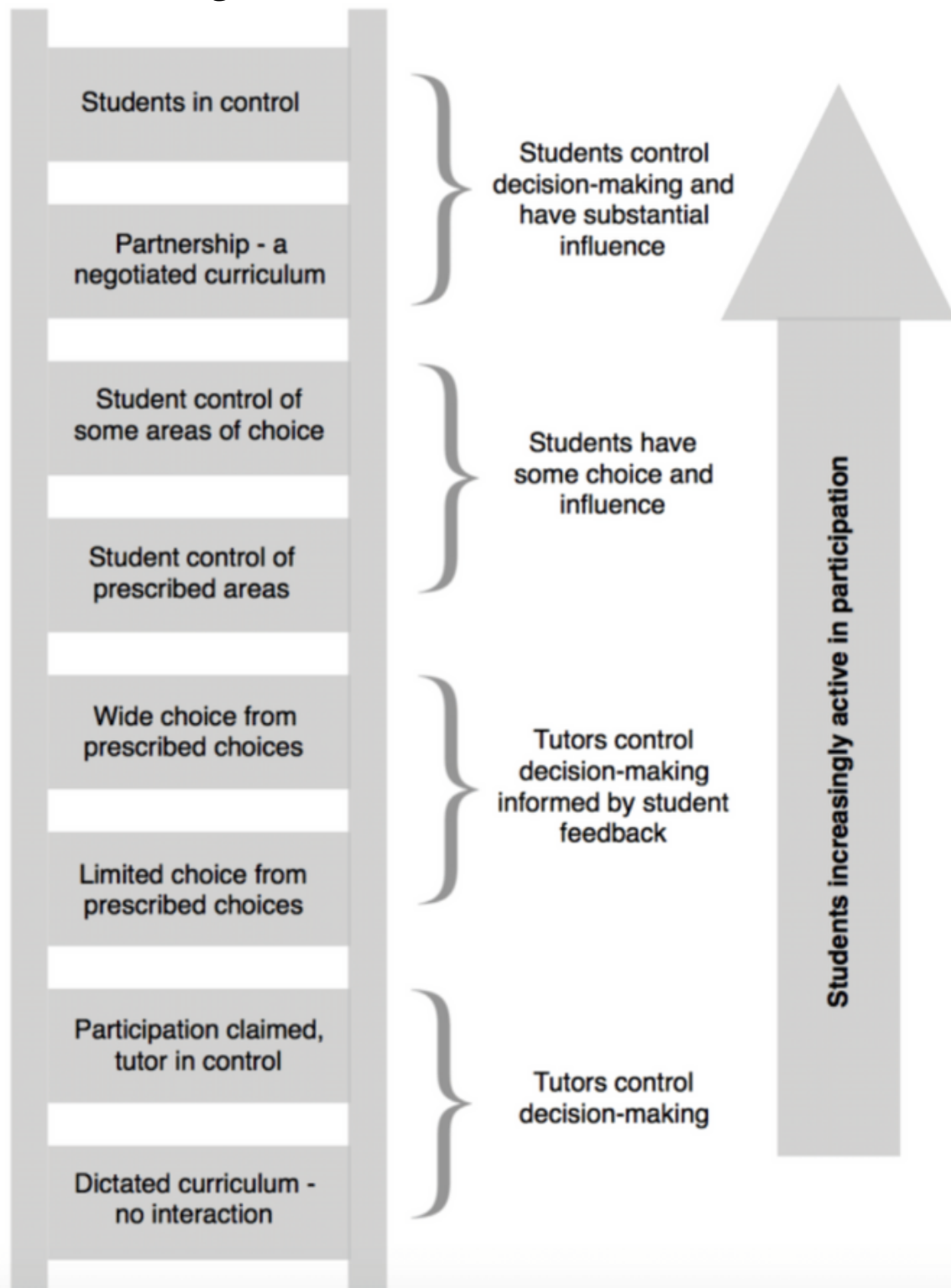
VALUES OF PARTNERSHIP

- **Authenticity:** all parties have a meaningful rationale for investing in partnership and are honest about what they can contribute and the parameters of partnership.
- **Inclusivity:** partnership embraces the different talents, perspectives and experiences that all parties bring, and there are no barriers (structural or cultural) that prevent potential partners from getting involved.
- **Reciprocity:** all parties have an interest in, and stand to benefit from, working and/or learning in partnership.
- **Empowerment:** power is distributed appropriately, and all parties are encouraged to constructively challenge ways of working and learning that may reinforce existing inequalities.
- **Trust:** all parties take time to get to know each other, engage in open and honest dialogue and are confident they will be treated with respect and fairness.
- **Challenge:** all parties are encouraged to constructively critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning.
- **Community:** all parties feel a sense of belonging and are valued fully for the unique contribution they make.
- **Responsibility:** all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make.

Source: Healey, M., Flint, A., & Harrington, K. (2014). *Students as partners in learning and teaching in higher education*. York: Higher Education Academy, pp. 14-15.

1.Orienting Values and Principles

B. Reflect on the underpinning power dynamics of different approaches to partnership across the curriculum and plan for discussions with students to agree scope and manage expectations with Bovill and Bulley's (2011) Ladder of Student Participation in Curriculum Design.



Source: Bovill, C. and Bulley, C. J. (2011). 'A model of active student participation in curriculum design: exploring desirability and possibility', in Rust, C. (ed.) *Improving Student Learning (18): Global theories and local practices —institutional, disciplinary and cultural variations*. Oxford Brookes University: Oxford Centre for Staff and Learning Development, pp.176-188.

2. DESIGN FOR PARTNERSHIP

A. Plan and evolve approaches to partnership-led assessment and feedback across the assessment and feedback lifecycle over time with Bovill et al.'s (2021), Advance HE, Participation Matrix.

Participation Matrix

STAGE OF ASSESSMENT	Type of participation			
	INFORM	CONSULT	INVOLVE	PARTNER
Designing assessment methods incl. assessment questions	Likely to be the most commonly populated box.	Students might be consulted about, for example, whether an exam should be typed or written.	Students could be invited to choose between undertaking several different assessment methods.	Students are invited to co-design their own assessment (e.g., write their essay questions to prompts) or students might work in partnership to undertake a class assignment.
Designing assessment briefs	Students are given the assessment briefs and can ask questions about it.	Students might be consulted, for example, on the clarity of the brief, its tone and language.	Students could be invited to influence the choice/range of assessment methods available or negotiate terms of submission.	Students co-design the assessment briefs.

2. Design for Partnership

Participation Matrix

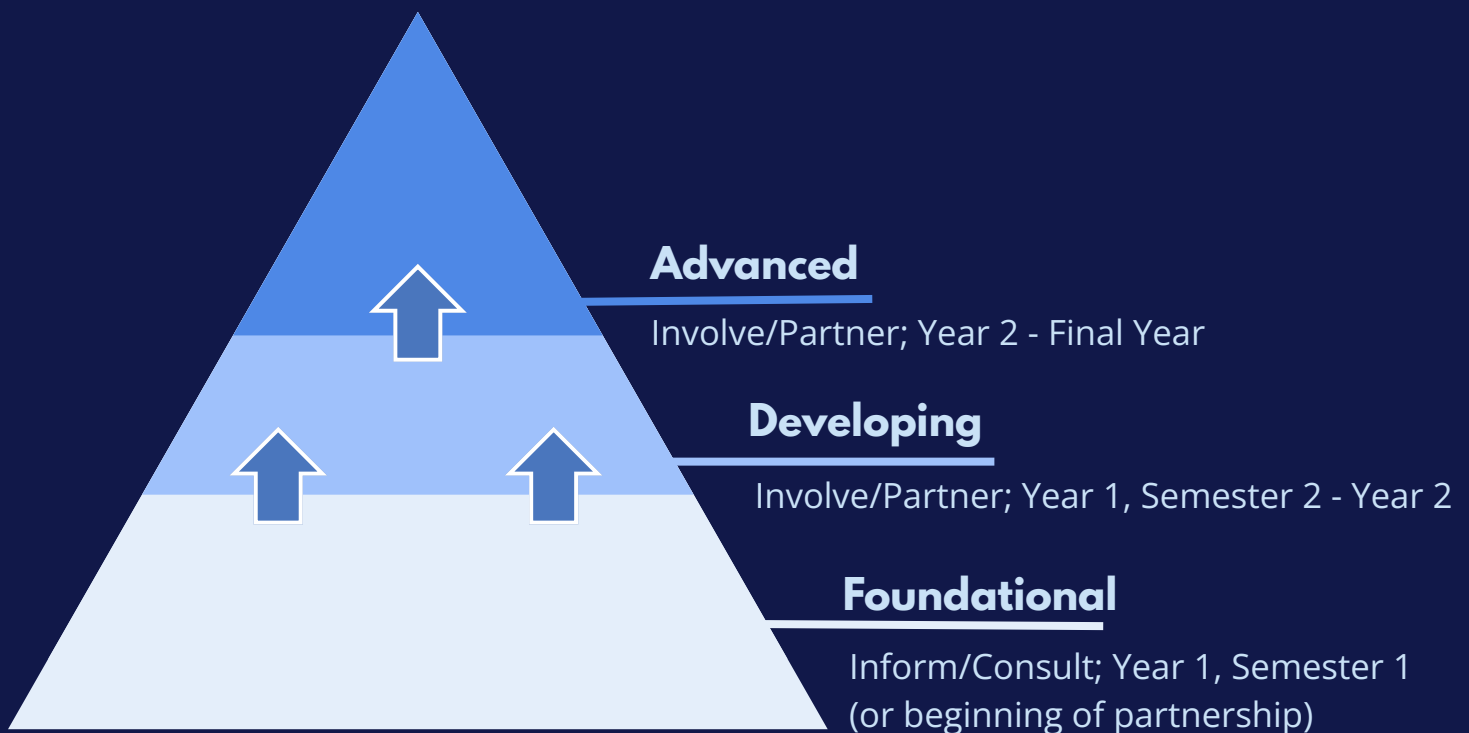
Type of participation				
STAGE OF ASSESSMENT	INFORM	CONSULT	INVOLVE	PARTNER
Grading/ Assessment Rubrics	Students are given the assessment rubric and can ask questions about it.	Students are involved in discussions about whether, for example, grading should be changed to pass/fail rather than more granular grades.	Students self-assess or peer assess the work.	Students co-create the grading rubric. Students co-assess their work alongside the lecturer. This might involve the student self assessing, lecturer assessing, followed by discussion and a shared decision on the final grade.
Feedback (with feedback guides and a feedback planning log and cover sheet)	Students are informed when and where their feedback will be available, and where to seek further information or help. Feedback guides are provided (e.g., Minerva sites).	Students are asked if they prefer written or audio feedback. Students are asked what kinds of feedback they find most helpful. Whole-class discussions around feedback take place.	Students are invited to keep a feedback log where they reflect on individual learning from feedback and plan learning actions. Students attach a completed form to the front of their work highlighting how they have adapted their work on the basis of previous feedback they have received.	Students include a statement identifying strengths and areas for improvement in their work. The lecturer provides similar feedback. A discussion takes place to determine the outcome and to discuss learning from this work for future assignments. Students co-create future guidelines on learning from feedback to support future cohorts.

Adapted by E.Sansavior from: Bovill et al., 2021, Advance HE, pp.12-13.

2. Design for Partnership

B. Plan to develop students' literacies for partnership along the spectrum of participation from 'inform' to 'partner'. As key dimensions, plan to develop students' discipline-specific and Gen AI literacies together with skills in group working and encourage integrated reflection on their transferable skills development.

Created by: Eva Sansavior, 2025



Planning to develop students' literacies for staff-student partnerships in assessment and feedback: a model for working with an undergraduate cohort over time

(See detailed description of the stages below)

2. Design for Partnership

'Planning to develop students' literacies for staff-student partnerships in assessment and feedback: a model for working with an undergraduate cohort over time'

Advanced <u>Type of participation:</u> Involve/Partner <u>When:</u> From year 2 – final year	<u>Indicative goals:</u> • Understanding how assessment and feedback support learning in the disciplinary context/s and using reflection to evaluate and track their evolving learning and skills development in line with learning outcomes; • Applying this knowledge and skills to recommend or contribute to changes or refinements in a broader range of areas, including assessment question design; • Building advanced and integrated academic-Gen AI literacies in the discipline/s and group work skills; • Identifying transferable employability and lifewide skills.
Developing <u>Type of participation:</u> Involve/Partner <u>When:</u> After the first semester of year 1 – year 2	<u>Indicative goals:</u> • Understanding dimensions of the discipline-specific pedagogic context and the rationale for specific assessment decisions including Gen AI regulations (e.g., the link between learning outcomes and assessments that are being set, disciplinary ways of knowing, evidencing and communicating and guided critically reflective engagements with Gen AI tools for these purposes); • Using this knowledge to inform and express opinions on the clarity and coherence of assessment instructions and make suggestions for improvements in defined areas; • Developing skills for group working; • Reflecting on the personal value of the skills being developed (e.g., learning and employability).
Foundational <u>Type of participation:</u> Inform/Consult <u>When:</u> Useful for early in students' skills development e.g., first semester of year 1 or at the beginning of a partnership-working arrangement	<u>Indicative goals:</u> • Knowing and understanding the rules and regulations of assessment and feedback (e.g., how and when they will be assessed and regulations on Gen AI use); • Building foundational knowledge of disciplinary academic conventions including introductions to critically reflective use of Gen AI tools; • Understanding the value of working in groups (e.g., learning and professional skills).

2. Design for Partnership

C. Identify formative assessment and feedback opportunities to build students' skills and confidence.

Examples of working in partnership with students for assessment and feedback across formative and summative assessment approaches:

Type of partnership in assessment and feedback	Formative	Summative
Staff-student co-creation of assessment briefs	X	
Staff-student co-creation of students' essay titles	X	
Staff-student co-creation of essay marking criteria	X	
Students peer review work-in-progress assignments using co-created marking criteria.	X	
Students' formative self-assessment of their essays, using the co-designed marking criteria that they could later compare with the teacher's feedback on their summative essays.	X	X

Adapted from: Deeley and Bovill, 2015

CO-CREATING FEEDBACK LITERACIES FOR STAFF AND STUDENTS

Learning from the 'literacies for partnership' strand of the PiAF Network's enhancement programme

Developing staff and student literacies for partnership in assessment and feedback is central to the enhancement approach of the Partnerships in Assessment and Feedback Network. Literacies for partnership was a core strand of the Network's enhancement programme for the academic year 2024/25. The strand was delivered through two specially curated staff-student enhancement workshops on partnership-led approaches to developing feedback literacies in April 2025. The first themed workshop 'Developing reflective feedback literacy: student-teacher partnerships to synchronize feedback practices' featured as guest speaker world-renowned researcher on feedback literacies Professor David Carless, University of Hong Kong.

The second linked workshop 'Using student-facing guides to support dialogic and reflective student feedback literacies' took the form of a co-created panel discussion between Dr Eva Sansavior and two members of the PiAF Network's SAB, Myra Vaish and Tsomo Wangchuk. Synthesising academic development practice and the emerging educational research on staff-student feedback literacies (Carless and Boud, 2018; Carless and Winstone, 2020; Boud and Dawson, 2021; Matthews et al., 2023), these workshops explored feedback literacies as **a dialogic-reflective-active process**. To this end, the workshops used bespoke reflective resources and guided discussions to support participants to identify key priorities for connected actions in staff development, student-facing curriculum design, reflective resources and pedagogic conversations on learning from feedback. **The following resources support interventions in these four key areas:**

1. Establishing a framework of support for the linked development of feedback literacies for staff and students.
2. Establishing and planning options for interventions within a spectrum of practice in partnership-led feedback literacies.
3. Planning for the timed integration of feedback literacies modalities (e.g., student-facing guides, in-class discussions, workshops) within the assessment and feedback lifecycle for the module or programme.
4. Supporting the **dialogic-reflective-active process** of students' learning from feedback through co-created student-facing feedback guides, reflective logs and interactive cover sheets.

1. ESTABLISHING A FRAMEWORK OF SUPPORT FOR THE LINKED DEVELOPMENT OF FEEDBACK LITERACIES FOR STAFF AND STUDENTS.

	Supporting staff feedback literacies Student education leaders, teaching teams and academic developers	Supporting student feedback literacies Teaching teams and academic developers
1	Identify and agree with colleagues on priority themes for feedback development (see point 6).	Anticipate and address the hidden curriculum of how to learn from the different forms of feedback in the specific disciplinary context/s (e.g., teacher, self and peers) through the combined use of dialogue, reflection and action .
2	Train and mentor new lecturers, sessional staff and PhD tutors (e.g., via dedicated training and mentoring programmes, peer feedback and using the marking moderation process as a developmental opportunity).	Be intentional about designing modules and programmes, making integrated use of effective practices to support learning from feedback as an ongoing process across students' learning journeys.
3	Develop a partnership-led staff development ecosystem which actively integrates student perspectives (e.g., via peer feedback, whole-cohort engagement, the PiAF Network SAB).	Approach learning from feedback as a series of mutually supportive partnership dialogues (e.g., lecturer-students; peers-peers; students-lecturers) making use of ongoing in-class discussions, peer feedback and student-facing resources to build, as part of a process, shared understanding and capabilities.
4	Establish processes that reveal if students have used the feedback.	Support self-regulated learning by bringing attention to the language of feedback and encouraging purposeful reflection on concrete next steps. (<u>See pages 27-29 for a sample feedback log and reflective questions</u>)
5	Collect evidence on the effectiveness of feedback for learning.	Support proactive engagement with feedback with clear and personalised indicators of progress (e.g., by indexing comments against marking rubrics) and encouragement to seek specific feedback. (<u>See pages 27-29</u>)

6	Proactively utilise information and data from students (e.g., mid- or end-of-module module surveys, NSS, progression and attainment data) to evolve and enhance individual and collective practices as part of a continuous improvement approach.	Time feedback opportunities to facilitate progressive feedforward actions (e.g., consider the balance of formative and summative feedback, the timeliness and sequencing of feedback). (See, for example, page 12 for reflective planning questions , and page 27 for a sample feedback log)
7	Share successful feedback practices in teaching teams and communities of practice (e.g., PiAF Network).	Reflect on and adapt practice, on an ongoing basis, making use of partnership approaches, and share effective practices in various contexts (e.g., programme teams, schools, faculties, university-wide, sector-wide).

Adapted from Boud and Dawson, 2021, pp. 163-164.

Adapted from Sansavior, 2021 & 2022; Also see: Carless and Winstone, 2020; Carless et al., 2020.

2. ESTABLISHING AND PLANNING OPTIONS FOR INTERVENTIONS WITHIN A SPECTRUM OF PRACTICE

Participation Matrix: Feedback Literacies

Type of participation			
INFORM	CONSULT	INVOLVE	PARTNER
Students are informed when and where their feedback will be available, and where to seek further information or help. Feedback guides (see pages 27-32) are provided (e.g., Minerva sites).	Students are asked if they prefer written or audio feedback. Students are asked what kinds of feedback they find most helpful. Whole-class discussions around feedback take place.	Students are invited to keep a feedback log where they reflect on individual learning from feedback and plan learning actions. Students attach a completed form to the front of their work highlighting how they have adapted their work on the basis of previous feedback they have received. (See pages 27-29 for a learning from feedback guide and interactive cover sheets)	Students include a statement identifying strengths and areas for improvement in their work. The lecturer provides similar feedback. A discussion takes place to determine the outcome and to discuss learning from this work for future assignments. Students co-create future guidelines on learning from feedback to support future cohorts.

Adapted by E.Sansavior from: Bovill et al., 2021, Advance HE, pp. 12-13.

3. PLANNING FOR TIMED INTEGRATION OF FEEDBACK LITERACIES MODALITIES (E.G., STUDENT-FACING THEMED GUIDES, REFLECTION, IN-CLASS DISCUSSIONS, WORKSHOPS) WITHIN THE ASSESSMENT AND FEEDBACK LIFECYCLE FOR THE MODULE OR PROGRAMME.

Developing student feedback literacies with timed use of student-facing guides: an example

GUIDE THEMES (<u>SEE PAGES 27-30</u>)	WHEN AND WHAT
How to learn from individual and peer feedback + reflective individual action planning log + reflective sheets	<u>Before the module</u> • Make available in the Faculty/School handbook. • Make available in time for start of module on the learning management system.
How to learn from individual and peer feedback + reflective individual action planning log + reflective sheets	<u>During the teaching period</u> • Signpost the guides via the welcome and induction sessions and discuss their rationales. • Include a link to the guides and the reflective sheets in the assessment brief. • Use the guides and reflective sheets as a starting point for initial conversations about the role of feedback and group work in effective learning.
How to learn from individual and peer feedback + reflective individual action planning log + reflective sheets	<u>During the teaching period</u> • Host a dedicated session with students using these resources to discuss experiences of and/or how to learn from feedback. • Arrange this session before formative feedback.
How to learn from individual and peer feedback + reflective individual action planning log + reflective sheets	<u>After the teaching period</u> • At the end of the module, invite students to share their tips for future years on how to learn from feedback. • Integrate their feedback into the guides and/or advice for future cohorts and lecturer feedback literacy development.

4. SUPPORTING THE DIALOGIC-REFLECTIVE-ACTIVE PROCESS OF STUDENTS' LEARNING THROUGH CO-CREATED STUDENT-FACING FEEDBACK GUIDES, REFLECTIVE LOGS AND INTERACTIVE COVERSHEETS.

HOW TO LEARN FROM FEEDBACK: A GUIDE FOR STUDENTS

Why Feedback Matters?

Feedback helps you to develop your skills as an independent learner and also prepares you for the world of work. Committing to mastering this skill is one key action that you can take to develop your own academic potential. It not only improves your academic work but also builds key skills like:

- Critical thinking
- Self-reflection
- Organisation
- Creativity
- Initiative
- Aptitude for lifelong learning



What Feedback Looks Like?

Recognising different types of feedback is the first step to using it effectively:

- Verbal Feedback – Tutor comments in lectures, seminars, discussions, or lab work
- Written Feedback – Comments on drafts or assignments
- Formative Feedback – Given during a module to help you improve before the final assessment
- Summative Feedback – Given at the end of a module, reflecting your overall performance

SIX KEY STEPS TO LEARNING FROM FEEDBACK

1. TAKE TIME TO PROCESS YOUR EMOTIONS

It's okay to feel disappointed or frustrated with feedback. Let yourself sit with those emotions for a day or two before diving in.

2. SEE FEEDBACK AS A LEARNING OPPORTUNITY

Even difficult feedback is an opportunity to grow and improve next time.

3. ASK QUESTIONS

Use feedback as a starting point for conversations with your lecturers or tutors. You can ask:

- "What did I do well, and where can I improve?"
- "Are there any readings or resources you'd recommend?"

Tip: Office hours (online or in-person) are a great time to ask these questions.

4. KNOW YOUR ASSESSMENT CRITERIA

Every assignment is marked using published guidelines or assessment rubrics. These scans help you understand how to apply feedback to your future work.

5. REFLECT AND APPLY

A good way to use feedback to improve is to keep a simple feedback reflection log. It helps turn feedback into clear, achievable steps.

Tip: Revisit your feedback log before starting a new assignment. This will help you stay focused on what matters most for your progress.

6. BE KIND TO YOURSELF

Treat yourself the way you would treat a friend. You're learning, and that's worth celebrating—even when it's tough.

Date	Assignment Title & Module	Mark or Grade	Positive Feedback	Areas for Improvement	Notes (e.g., questions for tutor or recurring themes)	Action Plan	
xy june 202x	abc	65/100	1	1		Build on Positive Feedback	Deadline
							1
							2
		65/100	2	2			3
						Address Areas for Improvement	Deadline
							1
			3	3			2
							3

EXAMPLE INTERACTIVE COVERSHEET

Example Interactive Coversheet

On their assignment, students complete the following prompt: “I would most like feedback on”



Carless, D. (2025). ‘Developing reflective feedback literacy: student-teacher partnerships to synchronize feedback practices’, PiAF Network Praxis Workshop, April 08, 2025 [Online], University of Leeds.

EXAMPLE STUDENT REFLECTIVE REQUEST

Example Student Reflective Request

1. The strengths are ...
2. The aspects for development are...
3. I would like feedback on ...

Carless, D. (2025). 'Developing reflective feedback literacy: student-teacher partnerships to synchronize feedback practices', PiAF Network Praxis Workshop, April 08, 2025 [Online], University of Leeds.

HOW TO GIVE EFFECTIVE PEER FEEDBACK

Key principles

Why give peer feedback?

- ★ Regular peer feedback builds your learning community.
- ★ A social learning environment boosts your individual progress, too!



Aim to give peer feedback that is...

Constructive and respectful

Consider the impact of your language and tone

Clear

Use language that your peers can understand and put into practice

Developmental

Tell your peers how you think they can improve

Balanced

Give both positive and negative points

Focused

Identify a few targeted areas for action

REMEMBER:

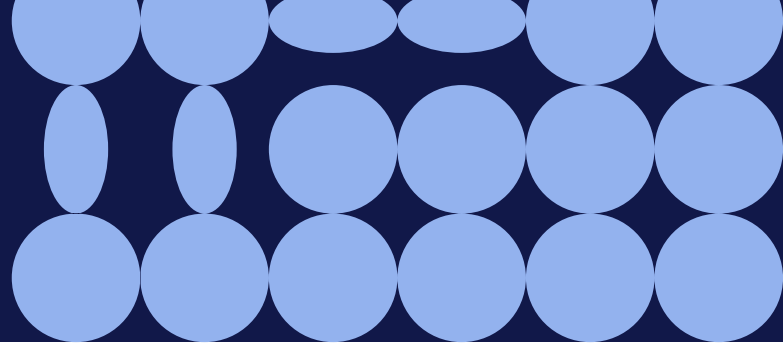
Giving peer feedback is a skill that you and your peers are developing together as part of a community of learners engaged in a shared adventure of lifelong learning.

WE'RE ALL IN THIS TOGETHER!



Written by Dr Eva Sansavior, Academic Development Consultant and PiAF Network Lead; Design: The PiAF Network SAB

CASE STUDIES OF PRACTICE



CASE STUDY 1

Embedding partnership-based student-staff feedback literacies in the Leeds University Business School – Dr Jennie Robinson, Associate Professor, Management & Director of Assessment, Leeds University Business School (LUBS)

Context: This was a faculty-wide initiative to improve feedback experiences and practices working with undergraduate students and members of teaching staff.

What did you do?

I approached the work in two stages: first, I co-designed, circulated and socialised a new template to help academic staff across the faculty give more useful feedback to students. After the first assessment cycle with the new template had run and been returned to students, I recruited four focus groups of undergraduate students across all years in the LUBS faculty to consult them on what they thought of it, and ask for their ideas as partners for improvement/changes going forward (Louth et al., 2019).

Why did you take this approach?

As one of the University's largest faculties, it is common for colleagues in LUBS to face very high marking volumes. This leads to a range of challenges in providing useful feedback for students, including giving too little feedback, and/or feedback that doesn't make sense to students, or in most cases, giving large amounts of feedback that's well-meaning but which takes staff way over workloads hours, while still not landing usefully with students. Meanwhile, students were getting wildly differing feedback styles and volumes of feedback, and, sometimes as a result of previous poor experience, were disengaging from even reading their feedback. For both students and staff, feedback was being experienced as a massive waste of time. We sought to improve this by creating a consistent expectation of both the amount and the usefulness of feedback for staff and students. As Director of Assessment and an academic involved in marking myself, I felt it was essential to set ourselves a faculty-wide pedagogic goal to make feedback worth the time it takes us. It was my philosophy to follow up with student focus groups, as I come from a practical background where the experience of the end user is what matters, not what the producers imagine the end user will feel. And if you want to know what the end user experienced, you ask them.

What were the outcomes?

The outcomes were overall good with a few surprises. Most students interviewed thought the new feedback template was OK, but some felt it was less or more than they'd had before. This validated what we thought about the importance of consistency, but highlighted that it will take a few cycles to settle in. In what was the first cycle, students were naturally comparing it to their (variable) previous experiences. There were also some startling things that came up concerning how little students understood about how assessment works (some were baffled by things we thought were a given, e.g., having to attend classes, expectations that change from one level to another). The focus groups helped reassure me that the feedback template itself was the right direction of travel and should be kept and adhered to. It also gave me a heads-up for ways to orient students in first-year skills modules. Specifically, it gave me useful insight into things which I hadn't thought we needed to say but which were, I realised, not obvious to new students.

Were there any challenges? If so, how did you address these?

There were some challenges in getting a large staff population to engage with new practices, and we weren't clear how widely it had been taken up, as we rarely see each other's feedback. This lack of visibility of feedback to students and MEQ results is a challenge across the board. We've started to extend the range of colleagues invited to assessment boards beyond Deputy Directors of Student Experience. Now module leaders are invited to account for each module result in the assessment boards. It was slightly challenging to get students into a room and location that suited all when all years and several programmes were involved, so I just did my best there. Finally, there were challenges in that students were quite specific and quite brutal about some experiences, even though I asked them not to name names. I had to circulate heavily sanitised results to the general staff, though I did quietly approach some colleagues to explore some issues that were raised, all in confidence and with an attitude of support rather than telling off.

What was the planning (e.g., teaching content & assessment and QA) timescale for this initiative?

No QA requirements were involved. We planned the initiative to start in the January assessment cycle, so we wrote the policy in September and spent semester 1 having workshops with staff to explain the whys and hows. I followed up with student focus group recruitment after the February results day, but it was into late March by the time I got rooms and times organised.

What advice would you give to colleagues wanting to take this approach with their students?

Do it! The feedback I got from our students was really useful. Also, there was a secondary benefit in that students seemed awfully pleased and surprised to be asked to input and felt really positively disposed to the Faculty on this point. In my experience, you need to allow for the possibility that some students might also need to get things off their chest and be prepared to take this in your stride. This is something we haven't been doing enough of.

Case study collated and edited by Eva Sansavio

CASE STUDY 2

Partnership-led approaches to developing assessment criteria for a new module in a fully online master's programme – Dr Jenny Sexton, Data Science Lecturer, Leeds Institute of Data Analytics (LIDA) and Dr Pete Edwards, Learning Designer, Digital Education Service (DES)

Module: OLDA5302M - Capstone Project (MSc Data Science - Statistics)

Context: This module will run for the first time in October 2025. Students will pick a dataset/project overview from a list of four, but have freedom to answer any question, add data and select an appropriate data science technique or algorithm. They can select any data science technique(s) and must use one they have been taught about during the rest of the programme. There is the option to compare approaches, so they can select an approach which is not covered elsewhere if it is compared with the content of the programme.

What did you do?

JS: We involved students in the design of the assessment rubric and brief via a focus group and survey while the module was being designed. In terms of the assessment brief and rubric, students had “limited choice from prescribed options” (Bulley and Bovill, 2011), but at a point in the design process where students are not typically included at all. They voiced opinions that had unanticipated impacts and changed the module materials at a broader level than this. So overall, I would view their inclusion and participation as spanning consulting, involving and partnering (Bovill et al., 2021) ([See pages 18-19](#)) and in terms of “students' control of some elements of their choice” (Bovill and Bulley, 2011) ([See page 17](#)) but with guard-rails! This is part of an ongoing process, so there are activities scheduled during the module to continue a cohort-wide dialogue about the assessment criteria and while we will not be able to adjust the rubric wording, students will construct examples illustrating how they suggest I should apply the criteria.

PE: I facilitated the live student consultation as a neutral party. I was unknown to the students and so, it was hoped, would precipitate more honest exchanges as a non-teaching member of staff. I also collated the questionnaire responses and edited the consultation transcriptions. The aim was to seek constructive, critical input from the students about the design of an assessment rubric for the final project of an intensive online master's programme.

Why did you take this approach?

JS: My informal interactions with the first cohort of students revealed that students placed a high level of significance on the project module and were uncertain, anxious and sceptical about the assessments. The aim of engaging with students during the design process was intended to shift focus from creating a module in isolation and then imposing it upon the students, and instead create a project module that met the students' needs from the very beginning. We wished to encourage them to develop skills they would use in the workplace, and one aspect of that is openly seeking and responding to feedback. Our instinctive reaction to this was to invite students into the decision-making processes.

My perspective on mathematics has always been that it does not require "natural skill" and most students can understand quantitative methods if they are given a suitable route into the material. However, all too often, the way that mathematics is discussed adds barriers and hierarchies that discourage the curious novice. The structure of the online learning environment also creates additional layers of complexity to communication around assessment and reduces the amount of time available to reach a mutual understanding. While some of these barriers can be deduced by very careful framing instructions, the priority should be establishing thoughtful, collaborative discussions as part ongoing in-class conversations. In working to address these barriers, I really benefited from discussions with Pete (and the other learning designers within DES), who is not from a STEM background, as his perspectives highlighted my pedagogical assumptions and challenged me to think clearly. The PiAF Network workshops and resources were also a useful source of practical options for engaging students as part of an ongoing in-class collaborative process.

PE: As a Learning Designer with nearly 30 years' teaching experience, I believe that effective learning design can only really take place through active consultation with students. However, in my experience, this isn't necessarily a widespread view in digital education circles.

What were the outcomes?

JS and PE: We have implemented as many of the changes suggested by students as possible. This has resulted in: A) the redrafting of the assessment rubrics and B) changes to the course materials and teaching and learning activities to clarify the task instructions and relate these to the assessment criteria. These changes will be highlighted with an icon designed by DES. Students suggested that we include a glossary of task words, which I have adapted from Chahna Gonsalves (2021), one of the guest speakers at the PiAF Network Enhancement Programme for the academic year 2024/25. Students asked for graded examples, and I have produced these along with a detailed breakdown of which components of the assessment correspond to which grade. To generate further graded examples for future years, students will have the option to contribute their work before receiving a grade. This is a new module which has not run for the first time yet, so it is not possible for us to fully assess the impact of the project. However, the proportion of students who engaged and informal feedback from students indicates that they broadly appreciated the opportunity to have a say in how they will be assessed and have an improved understanding of the standards required.

Were there any challenges? If so, how did you address these?

JS and PE: We faced reservations from academic and non-academic colleagues about the benefits of consulting the students. It was expressed that the process may give the impression that we lacked expertise or wished to avoid responsibility for assessment and did not have space within the standard delivery timeframe, thus questioning standardised policies and procedures within DES. We were able to address most of these concerns by placing clear limits on the project and giving all stakeholders the chance to review the communications sent to students.

Furthermore, concerns were raised about inclusivity and equity for online students, as some students may have wanted to contribute their views but were unable to do so due to time zones, other commitments, etc. We addressed these concerns by offering both asynchronous and synchronous opportunities to participate and highlighting that we valued all input equally. Thirdly, we have faced occasional challenges from individual students who have strong feelings about the need for well-defined roles within education and felt uncomfortable with attempts to shift the power balance towards collaboration.

What was the planning (e.g., teaching content and assessment, and QA) timescale for this initiative?

JS: We formally started planning the development of the module in November 2024, but due to my other teaching commitments could not start in earnest until February 2025. We

planned the consultation for the last week of April 2025, as this was the last opportunity which aligned with the processes within DES and the students' 8-week blocks of study. We have not changed an aspect of the module that required QA as students have not raised issues or concerns that would require this. The content and build of the module are now complete, and the first delivery period starts in October 2025.

PE: From my perspective, the entire project was probably about 4 months in the making, but the results are ongoing, and students have been invited to feed into a process of continual improvement of the module.

What advice would you give to colleagues wanting to take this approach with their students?

JS: Do not underestimate the time commitment and constraints! Be prepared to start relatively small and tilt how power dynamics typically work within your discipline to illustrate the benefit of the approach before planning something more controversial. Listening to students is not necessarily straightforward, as it raises all kinds of tangential and related questions that could spark your interest in adapting other components of your modules or programme. Demonstrating a willingness to act on what students tell us is critical to them feeling heard, so it's important to clearly communicate the boundaries of your project. On the positive side, I would say transparency and openness around assessment and feedback are not simple but do have the potential to massively improve students' experiences and lead to a deeper joint understanding of discipline-specific standards.

PE: Take this approach. The incidental information gained is beyond price, and the students really value being involved. There seems to be a view that digital must somehow be impersonal, but this exercise has proven that the opposite is the case.

Case study collated and edited by Eva Sansavio

CASE STUDY 3

Working across the spectrum of partnership practices on a taught postgraduate module in the School of Earth and Environment – Dr Noleen Chikowore, Lecturer (Teaching and Scholarship), School of Earth and Environment

Module: SOEE5190M Developing and Managing Environmental Projects

Context: This was an exploratory project with the aim of improving students' understanding and use of assessment criteria on a postgraduate taught module through a student-informed assessment redesign process. The project ran over two iterations in the academic years 2023/24 and 2024/25 working with two cohorts of students.

What did you do?

I developed an exploratory project to improve students' understanding and use of assessment and feedback criteria. I structured the work with two cohorts of students (Cohort A and Cohort B) in three phases to allow myself and the students to move through the spectrum of partnership practices that we discussed in the PiAF Network's enhancement programme, from consultation to partnership.

Phase 1: Student Consultation and Evaluation (Cohort A) [CONSULT]

In the final session of the module in academic year 2023/4, students were invited to reflect on their assessment experiences over the course of the module. A small group volunteered for follow-up consultations, where they shared in-depth feedback on the clarity of assessment criteria and support structures.

Phase 2: Co-Design and Implementation of Changes (Cohort A) [INVOLVE/PARTNER]

The insights from the consultations with Cohort A were analysed and used to inform the redesign of the assessment brief, marking criteria, and teaching support materials for Cohort B in academic year 2024/25. Although students were not directly involved in the final decision-making process, their feedback significantly shaped the changes implemented. This phase moved towards 'Partnership,' on the participation matrix (Bovill et al., 2021), as students' contributions were not only acknowledged but also acted upon in a meaningful way, influencing pedagogical decisions for incoming cohorts.

Phase 3: Evaluation of Impact (Cohort B) [CONSULT]

After the revised assessments were completed in Cohort B, students were invited to evaluate their experience. Their feedback provided insights into what improvements were effective and what areas still required attention. This phase returned to "Consultation", with students providing evaluative feedback that will inform future iterations of the module and broader curriculum development. This dual positioning on the spectrum illustrates a dynamic and responsive partnership, where student voice is both valued and actioned, reinforcing the principles of co-creation and shared responsibility in higher education.

What were the outcomes?

This is very much a work in progress. While participants from both groups reported benefits to their learning and experience, we had to be intentional about adjusting our approach in response to ongoing student feedback as we progressed through working with the two cohorts. One of the key outcomes from my perspective was what I learnt about the importance of appropriate scaffolding and sequencing of activities to support what the PiAF Network workshops characterised as students' literacies or readiness for partnership ([see for example pages 20-21](#) for an example of a scaffolded approach).

Were there any challenges? If so, how did you address these?

In both cohorts, recruiting students for consultation during Semester 2, after their module results had been released, proved to be a challenge. At this stage, many students were already deeply engaged in their Semester 2 modules, which were more demanding than those in Semester 1, and were preparing for their Work-Related Learning projects, which limited their availability and willingness to participate in the consultation process. As a result, the number of students who volunteered for in-depth consultations was smaller than anticipated. In addition, while the two cohorts are diverse, some social identities were underrepresented in the consultation process. This limited the breadth of perspectives captured and highlighted the need for more inclusive recruitment strategies in future iterations.

What was the planning (e.g., teaching content & assessment and QA) timescale for this initiative?

As soon as I received feedback from the 2023/24 cohort, I had to revise the assessment process, brief and marking criteria for both the group presentation and the individual report. I requested a colleague from Skills@Library to facilitate a workshop on working and presenting group work.

What advice would you give to colleagues wanting to take this approach with their students?

- Reflexivity practices in assessment design are as crucial as reflective teaching practices, as educators can critically examine their assumptions, biases and positionality in how they design, deliver and evaluate assessments. What makes sense to us as educators may not necessarily be the same with students coming from diverse backgrounds later.

- Understand the diversity and dynamics of each cohort to provide cohort-specific support. This approach helps guide and support students where they are, rather than assuming a one-size-fits-all approach.
- Prioritise a clear assessment briefing session to explain assessment expectations and criteria, or have students engage in evaluating or grading sample assessments to develop assessment literacy.
- Offer low-barrier opportunities for students to provide anonymous feedback throughout the module, not just at the end, which is important to improve the teaching and learning experiences.
- Act on student feedback (e.g., module evaluation, mid-semester evaluation) and communicate any changes made to the current cohort so that students know their voice is valued and influences future students' learning experiences.
- Reassuring students that their input is safe and valued helps build trust and encourages more honest, constructive responses. This is especially important in diverse cohorts where students may feel hesitant to speak up due to cultural or power dynamics.

Case study collated and edited by Eva Sansavio

PIAF NETWORK BLOGS

Between February 2025 and May 2025, the PiAF Network produced 5 blogs. These research-led blogs were envisaged as dynamic practice-led and dialogic interventions in the field which extended staff-student discussions in the themed enhancement workshops. The blogs span the spectrum of staff-student partnership practice moving from a first blog by the Network Lead laying the conceptual and strategic foundations for the work of the Network to co-created blogs developed collaboratively by members of the SAB and the Network Lead to a final student co-authored blog on two student-led engagement events exploring students' attitudes to and experiences of partnership-led assessment and feedback. The blogs are presented in order of their publication below:

1. Network Lead Blog: [Making the case for working in partnership with students for assessment and feedback | by Leeds Educators | Leeds Educators Present | Feb, 2025 | Medium](#)

2. Co-created Blog with SAB recommendations: [Implementing socially just assessment and feedback practices: students' perspectives on ways forward | by Leeds Educators | Leeds Educators Present | Feb, 2025 | Medium](#)

3. Co-created Blog with SAB recommendations: [Co-creating Assessment Rubrics with Students: Perspectives from the Partnerships in Assessment and Feedback Network's Student Advisory Board | by Leeds Educators | Leeds Educators Present | Feb, 2025 | Medium](#)

4. Co-created Blog with SAB recommendations: [Student engagement with optionality through the co-creation of assessment methods | by Leeds Educators | Leeds Educators Present | Mar, 2025 | Medium](#)

5. Co-created Blog on student-facing events: [Re-imagining assessment and feedback through student partnership](#)

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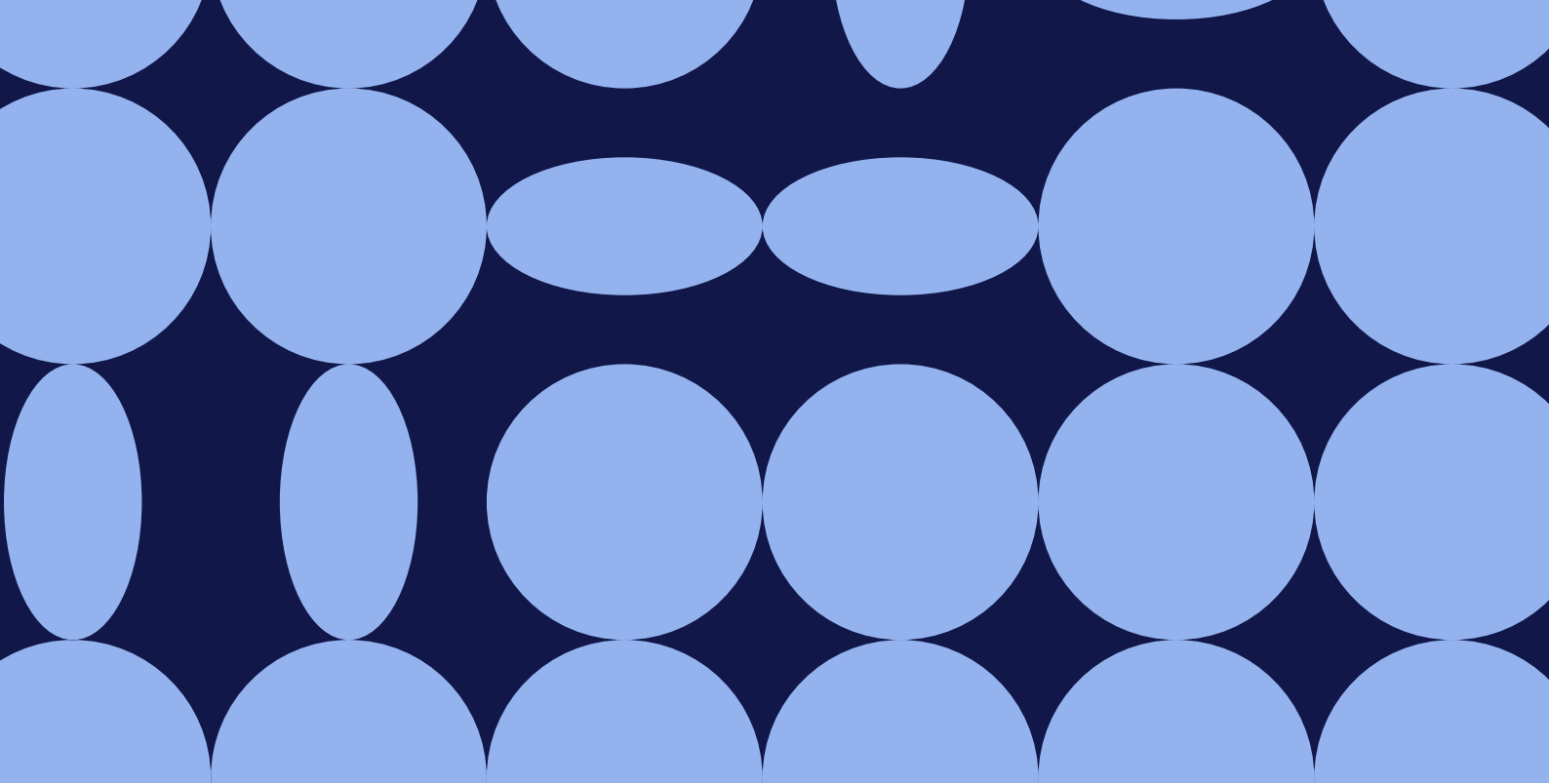
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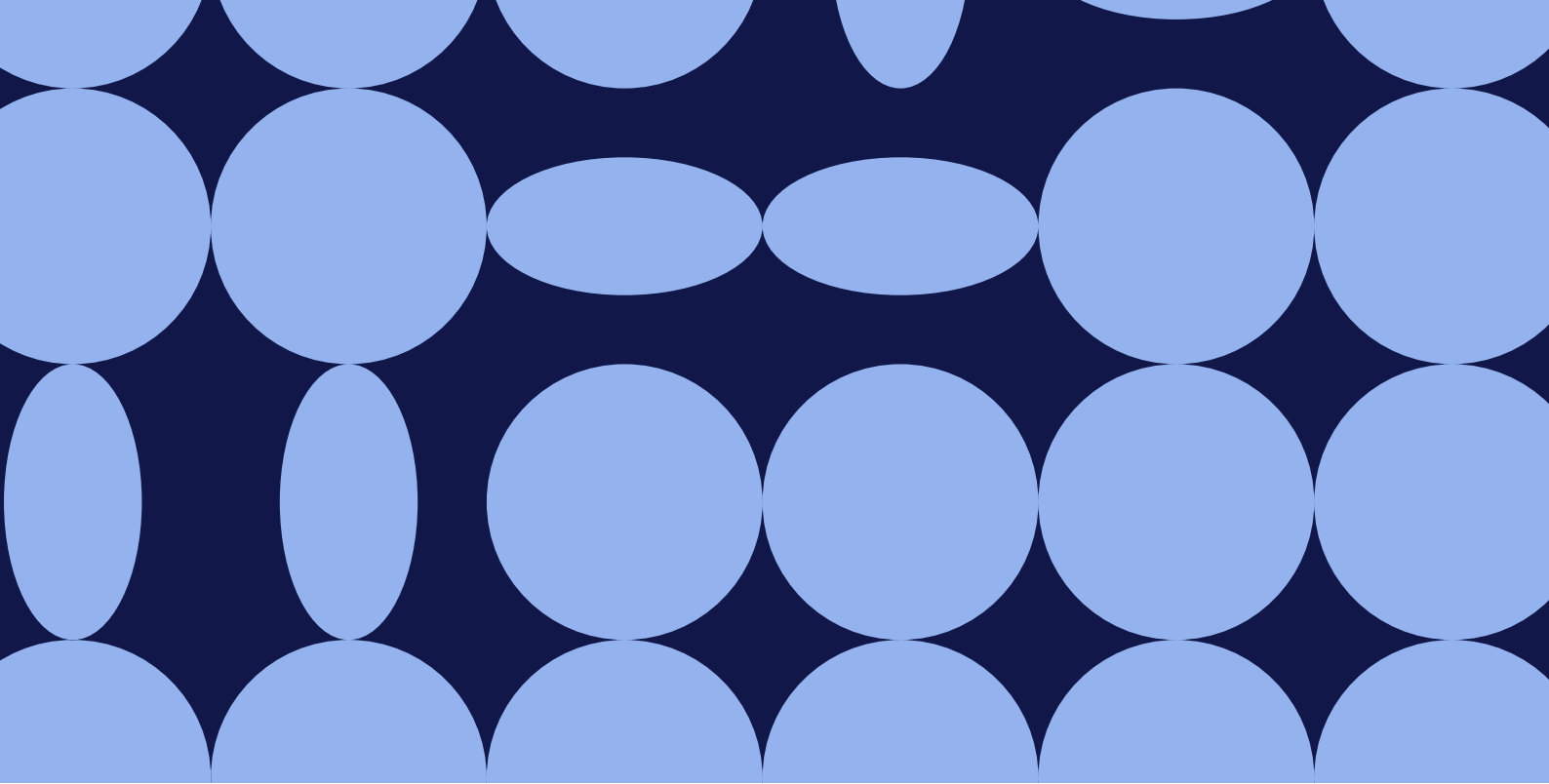
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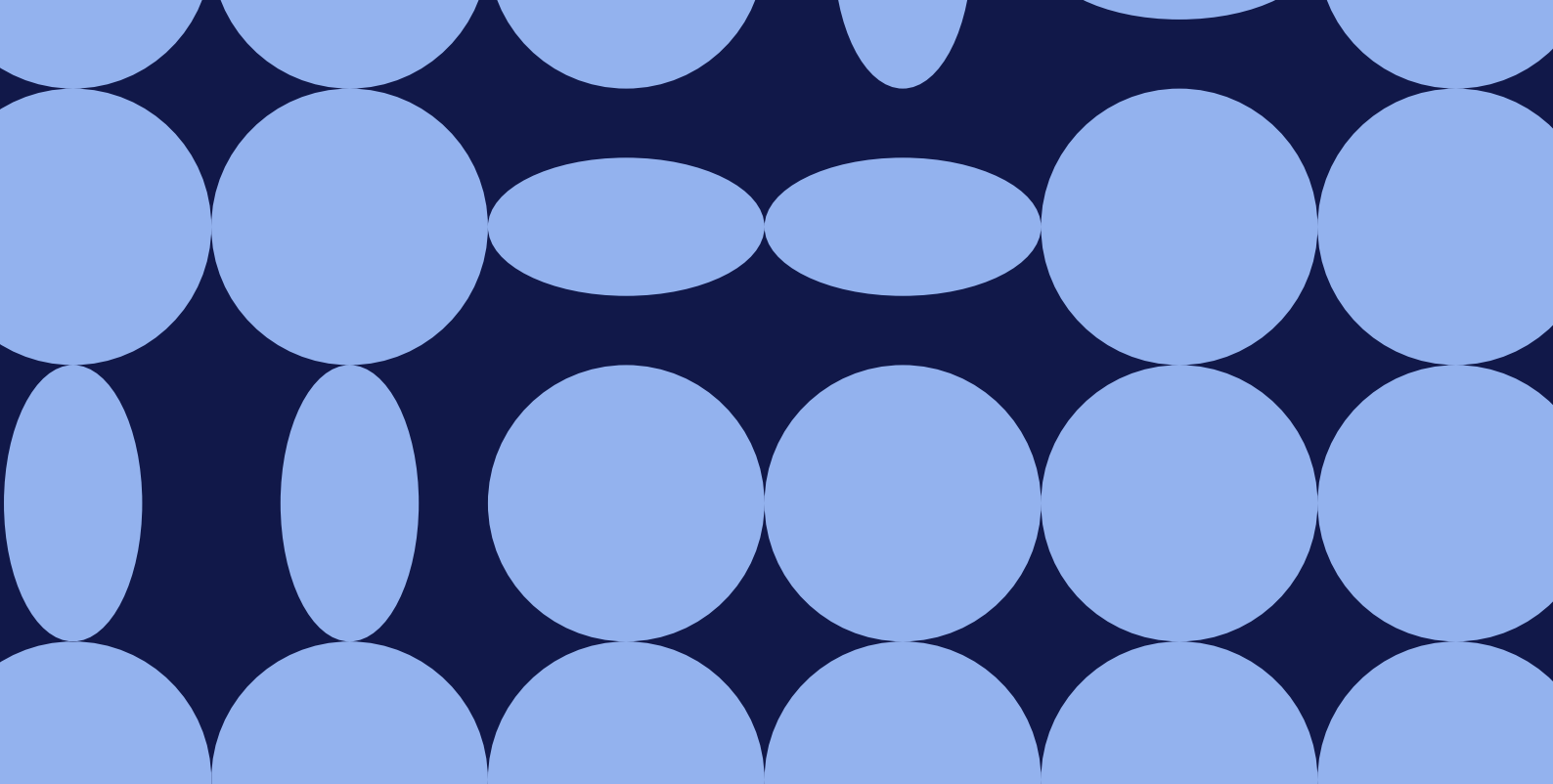
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JOIN THE PIAF NETWORK

If you found this toolkit useful, why not join the Partnerships in Assessment and Feedback Network? The PiAF Network was created to support teaching staff, students, and other higher education stakeholders to: 1) co-develop and share effective partnership-led practices in assessment and feedback; 2) build and share scholarship; 3) connect with peers for discussion and support.

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