

ESSA PROJECT

European Students Sustainability Auditing

Assessment Manual

A guidance document for Higher Education
Institutions

ESSA
PROJECT

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Disclaimer

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Introduction and overview

This chapter provides a brief overview of the project and the role and position of the assessment framework within that

Introduction and overview

Introducing the ESSA project

The European Student, Sustainability Auditing (ESSA) project is a response to the developing commitment of higher education institutions and the growing interest of students in University Social Responsibility. The project received funding from Erasmus+ during 01.09.2016 – 31.08.2019.

Recent trends in the conceptualisation of University Social Responsibility (USR) have generated a diversification and fragmentation of aims, objectives and practices. The Benchmark Standards for USR were developed through an earlier EU Lifelong Learning Programme funded project as a response to this fragmentation of the field and as a guide to interventions in policy and practices. The Benchmark Standards identifies USR as comprising actions under the four key themes of:

- Research, Teaching, Support for Learning and Public Engagement
- Governance
- Environmental and Societal Sustainability
- Fair Practices.

The [ESSA](#) project empowers students as USR auditors using the Benchmark Standards. During the Erasmus+ funded period, participating students experienced a learner-centred education programme in USR auditing followed by completing cross-national student audit of a European higher education institution.

Participating students received an EQF Level 6 Certificate in Social Responsibility Auditing following satisfactory completion of the training programme, the institutional audit and the Certificate requirements through a portfolio based assessment of learning.

The objectives of the project were to:

- Create an innovative approach to the recognition and validation of knowledge, skills (including soft skills) and competences;
- Produce a significant Open Educational Resource (OER) for a ECTS 5 Credit Certificate in Social Responsibility Auditing (EQF Level 6);
- Contribute to the wider process of developing alternative models of curriculum development.

Project partners

During the Erasmus+ funding, the project was delivered by the following partners:

National Union of Students of the United Kingdom (project coordinator)

The National Unions of Students in Europe

University of Porto

University of Edinburgh
Kaunas University of Technology
Edinburgh University Students' Association
Kaunas University of Technology Students' Union
Student Association from the Faculty of Psychology and Education Sciences of the University of Porto.

Purpose of this manual

The purpose of this document is to provide detailed guidance and approaches for any Higher Education Institution wishing to adopt and implement the assessment approaches developed and validated through this project.

This manual is part of a [suite of resources](#) to support the implementation of the ESSA project at other higher education institutions and should be read in conjunction with:

- The [Facilitators Training Manual](#)
- The [Auditor Training Manual](#)
- The [Audit Manual](#)

The assessment process is based on a reflective portfolio approach that was implemented using [PebblePad](#). The ESSA project student guidance on PebblePad can be viewed [here](#) – which reflects the portfolio framework used in the Project which has subsequently been amended in response to student feedback and evaluation. The amended assessment approach provided in this manual can be used in any e-portfolio or paper based portfolio system.

The assessment framework is adapted from the University of Edinburgh's [Student-Led, Individually Created Courses](#) (SLICCs). The SLICC framework is available as an Open Education Resource under a CC-BY NC Creative Commons license.

The assessment approach presented in this document is available under the Creative Commons [Attribution-Non Commercial-ShareALike](#) license. In this way, each higher education institution that uses this resource can adapt it to conform to the curriculum structures and quality assurance and enhancement requirements in their institution.

This manual contains additional material to support the assessment process. Materials are indicated by the following icons:

 <p>Video support</p>	 <p>Extra material to explore</p>
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Templates and resources

Non-auditing students

This assessment approach and manual has been designed for the assessment and awarding of credits for participating students completing the Auditor Training Programme and Social Responsibility Audit Report. However, we recognise that other students, in particular the students acting as hosts for the institution being audited are also key participants in the overall process. Other students may complete the Auditor Training Programme but may not, for various reasons, be able to participate in the actual audit. While such students would not be eligible for the ESSA certification as they are not completing the full experiential learning experience, we would encourage institutions adopting this certificate to consider alternative ways of recognising the contribution of these other students.

For example, students completing the Auditor Training Programme may be issued with a Certificate of Participation or Completion or an alternative credit award from their institution. One of the participating universities in the ESSA project, the University of Edinburgh, has an existing scheme to recognise extra-curricula activities and achievements of students, the [Edinburgh Award](#) that includes a Certificate of Recognition that is included as an official supplement to a student's degree transcript (in the UK, this is the Higher Education Achievement Award). At the University of Porto, students also received a certificate of participation in the project. Alternative means of identifying and validating skills and competence developed through participation in components of this learning experience may be acknowledged through existing schemes of the assessing Higher Education Institution and could include, for example, an open [digital badges](#) scheme.

The assessment approach

This section of the manual discusses the overarching approach to assessment and certification

The assessment approach

The assessment strategy

The assessment strategy is founded on Gibb's (1999, p. 47) assertion that assessment should aim to "generate appropriate student learning activity". Hence, assessment is **for** learning rather than simply **of** learning.

The approach to assessment draws on: (a) experiential learning as an adult learning theory that emphasises the role of experience in learning and change (Ng, Dyne and Ang, 2009); and (b) a constructivist view of learning as situated in the specific context in which the meaning of experiences occurs (Wertsch, 1991).

The approach to assessment will be operationalised through an emphasis on critical reflection that: (a) develops learners' abilities in applying and critiquing knowledge as theories, models and practices; (b) enables learners to validate and justify their claims for learning and competence (Brodie and Irving, 2007). It is through critical reflection that learners enhance their knowledge and understanding, are able to undertake better informed action and demonstrate competence.

**Video:**

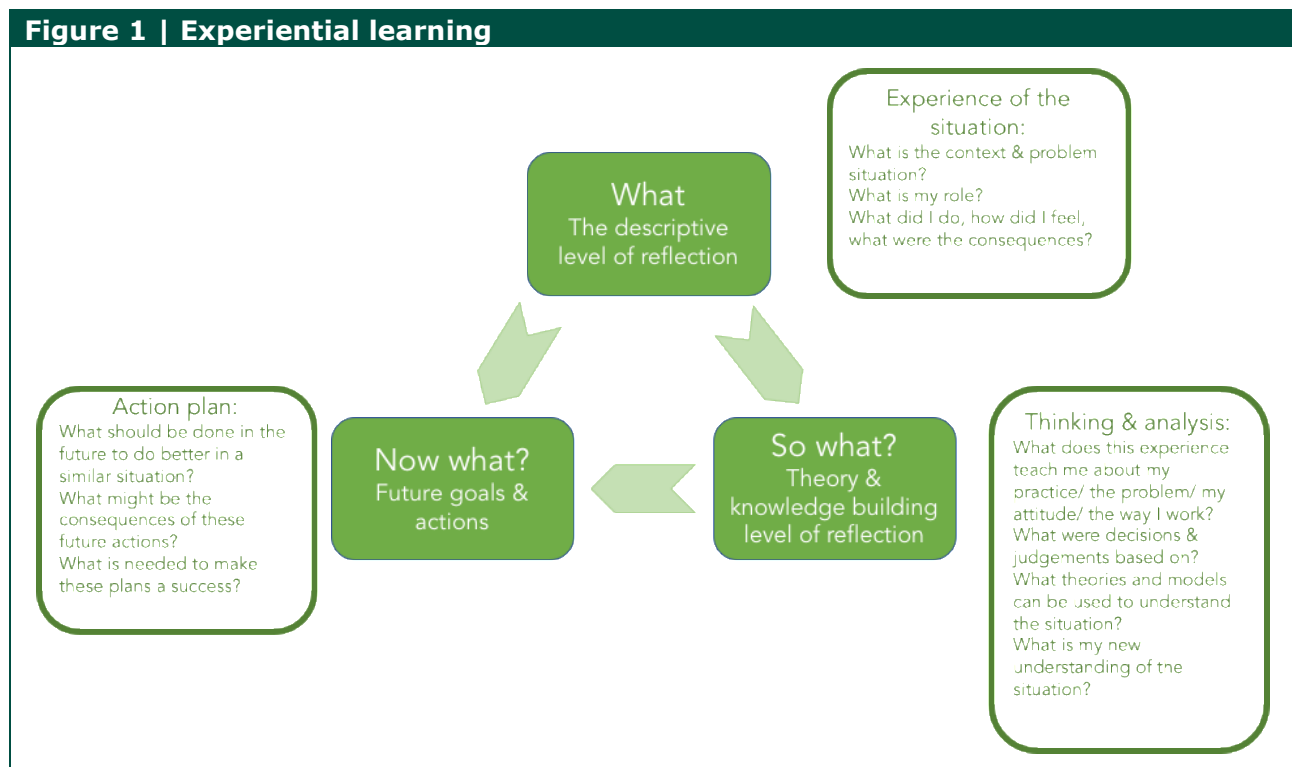
[An introduction to experiential learning](#)

**Resource:**

[Presentation slides](#) on experiential learning for students

Reflective learning

The assessment process in this project was based on critical reflection as a key component of experiential and action-learning. Through engaging with reflective learning, the student moves beyond the the simple describing to the analysis of events or experiences. A simple model of a reflective learning cycle of three cue questions was developed by Borton (1970) and later developed by Driscoll (2007):



Alongside answering the question of 'What' happened by describing what happened and what the results were, the learner focuses on analysing and drawing conclusions from your experiences (the 'So what?') and look to future goals and actions based on these (the 'Now what?'). In this way, reflection is a cyclical process where learning never stops!

Another, more detailed, approach to critical reflection that encourages deeper learning is Gibb's (1988) model of structured debriefing:

Figure 2 | Gibb's model of structured debriefing (1988)

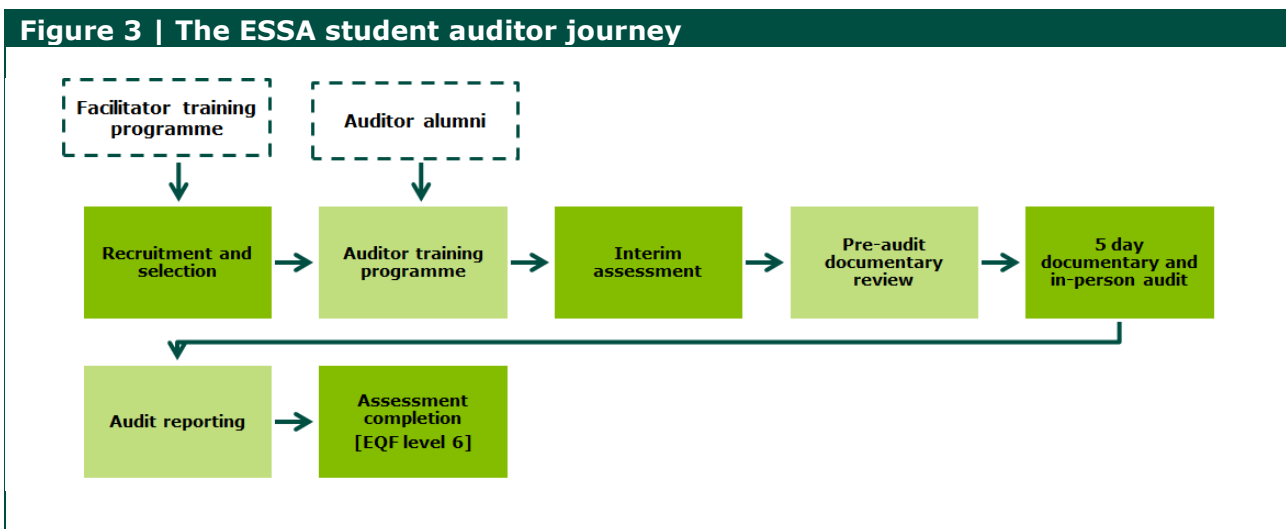
Description	What is the stimulant for reflection (an incident, event, theoretical idea)? What are you going to reflect on?
Feelings	What were your immediate feelings and reactions?
Evaluation	What was positive and/ or negative about the experience?
Analysis	What sense can you make of the situation? What was really going on? Bring in ideas from outside the experience to help you.
Specific conclusion	What can you conclude from this specific incident?

General Conclusion	What can be concluded in a general sense from the analysis you have undertaken?
Action	What are you going to do differently as a result of this experience and reflections? What action can you take to ensure that you do things differently in the future?

There are many models of reflective learning that can be used and different models may surface different aspects of learning. Whichever model or models are used, they should help students in engaging with the reflective learning process by providing structure, guidance and relevant questions.

The student auditor journey

The development of the approach to assessment and certification of the student auditors participating in the ESSA project draws on the principles of reflective and experiential learning. The assessment and certification process is tightly integrated with the ESSA student learning journey:



The ESSA students receive training to develop their skills and knowledge in social responsibility auditing to then apply, refine and develop their competences through undertaking an audit of a higher education institution. Therefore, the assessment approach encompasses the complete student auditor lifecycle in the project.

The intended learning outcomes

Through successfully participating in this project, the student auditors will be able to:

1. Demonstrate knowledge and understanding of the principles and practices of social responsibility in the higher education sector in different national contexts;
2. Demonstrate critical knowledge and understanding of the principles and practices of social responsibility auditing in the higher education sector involving the collection,

- synthesis, analysis and reporting of evidence of University Social Responsibility (USR) performance;
3. Demonstrate the use of relevant skills and attributes (academic, professional and/or personal, including working in teams in an international project) in order to engage effectively and critically with the application of the USR Benchmark Standards;
 4. Evaluate and critically reflect upon their approach, learning, development and judgement in the conduct of a social responsibility audit.

The assessment of learning

The assessment framework has been realised for the funded Project as a structured e-portfolio system built using PebblePad. The e-portfolio includes detailed instructions and guidance on demonstrating learning, knowledge and understanding. The detailed rubrics and criteria used in grading the portfolios are available to students, making the assessment process fully transparent to participants. The e-portfolio supports the students' abilities in applying and critiquing knowledge as theories, models and practices of social responsibility auditing while also enabling students to validate and justify their claims for learning and competence. This approach to assessment helps students surface the sort of transferable graduate attributes than enhance their employability in a very tangible way.



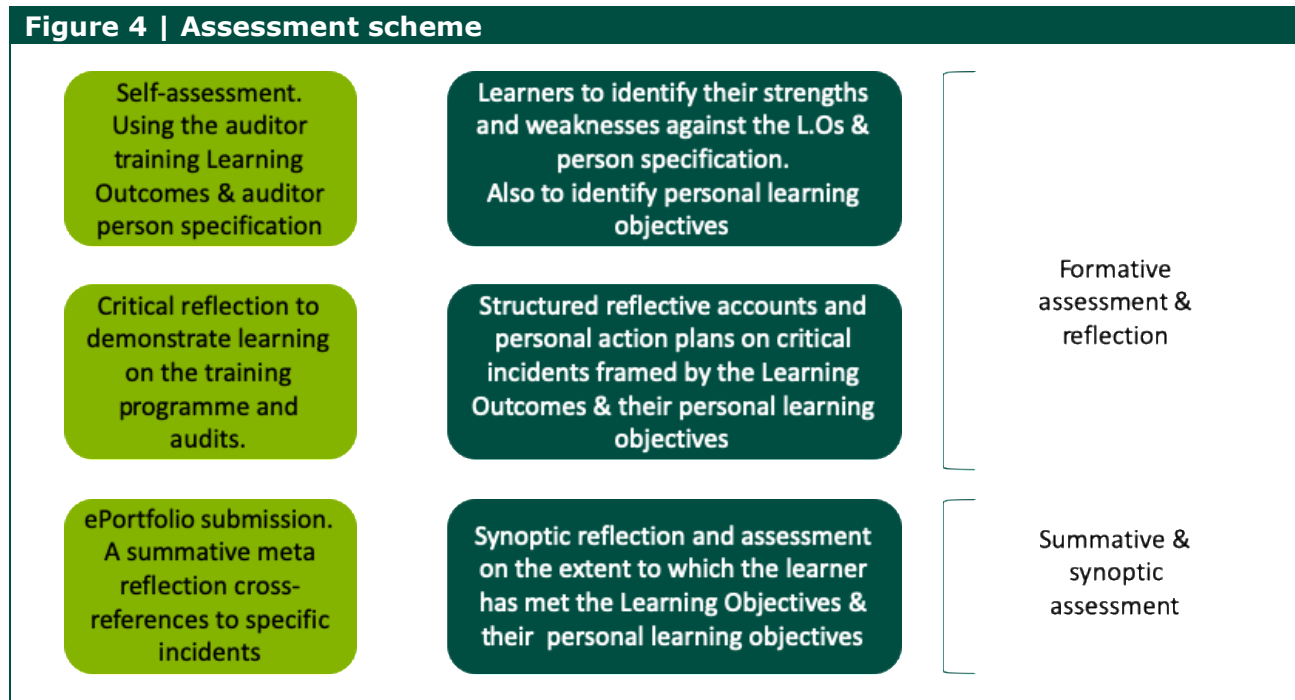
Extra material to explore:

An version of the student-auditor guidance and online support for using the ESSA Pebblepad portfolio can be viewed [here](#).

To support and scaffold the students in to the student-centred and reflective learning approach to the assessment, additional components of formative assessment are included in the assessment scheme.

Components of assessment

The assessment scheme consists of:



Evidencing of learning

An important aspect of the assessment approach is that the student auditors support their reflections and analysis of their learning with different sorts of evidence. The purpose of the evidence is to demonstrate how they have:

- Developed their knowledge and understanding of USR auditing
- Developed their skills in audit methods and cross-cultural group working
- Developed different competences at different stages of the auditor training and audit
- Identify the challenges, difficulties and mistakes they may have encountered and how they have addressed and/ or overcome these.

Such evidence material may include:

- Reflective blog posts
- Photos
- Audio and video recordings
- Mindmaps
- Social media posts
- Peer and facilitator feedback
- Examples of data and document analysis
- Interview and focus group questions, recordings, transcripts and analysis
- Draft and working documents.



Video:

[An introduction to evidencing your learning](#)



Resource:

[Presentation slides](#) on evidencing learning for students

Formative assessment and reflection components

The portfolio framework scaffolds reflective learning by the student auditors through the following:

- Template for self-assessment of skills, knowledge and understanding of USR
- Multi-choice quiz on knowledge of the benchmark standards
- Reflective learning prompts based on the Auditor Training Programme design and the USR Audit
- Interim Reflective Report as an opportunity for the student auditors to receive feedforward on their reflective writing and their use of supporting material as evidence of their learning

The student auditors should have access to the assessment rubric including grade descriptors. The rubric used for this project is provided in [Annex C](#) which uses the grading scheme of the University of Edinburgh. The assessment rubric should be modified to align to the marking scheme and requirements of the certifying higher education institution.

Summative and synoptic assessment

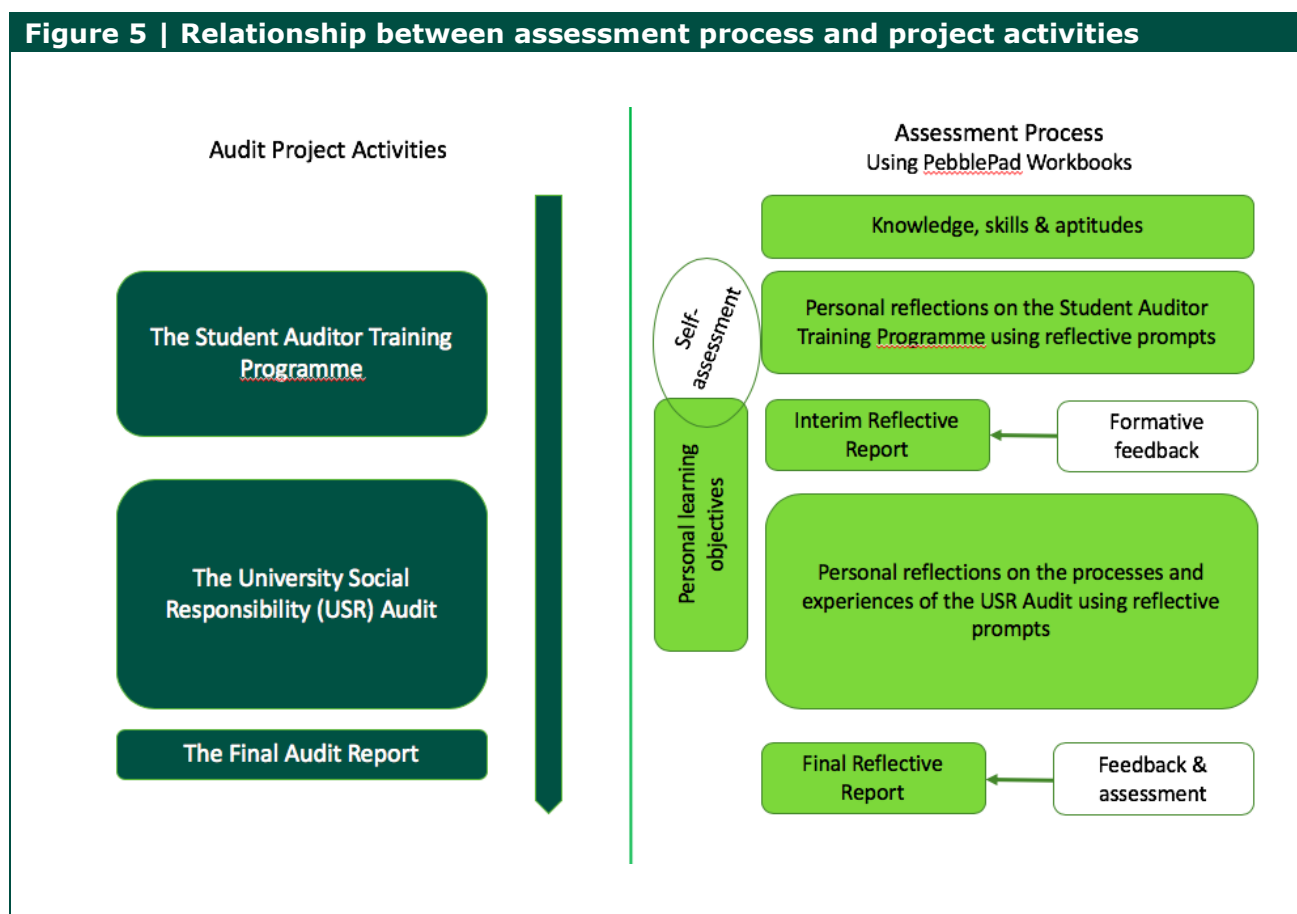
The summative assessment is provided through the Final Reflective Report that requires the student auditor to reflect on how they have achieved the learning outcomes of the course. The reflections are linked to the evidence material collected and presented in their individual portfolio submission.

Implementing the Assessment Approach

This chapter provides guidance on the implementation of the assessment approach as part of the overall experiential learning experience

Implementing the Assessment approach

The figure below provides a visualisation of the relationship between the main project activities and the assessment process:



This section of the manual describes in further detail the following four key stages of the assessment and certification process.

1. Before the **Auditor Training Programme** the student auditors should:
 - Be given access to their assessment portfolio and relevant guidance
 - Complete the [self-assessment](#) on their relevant knowledge, skills and aptitudes
 - Identify their [initial three personal learning objectives](#) for their participation in the project.

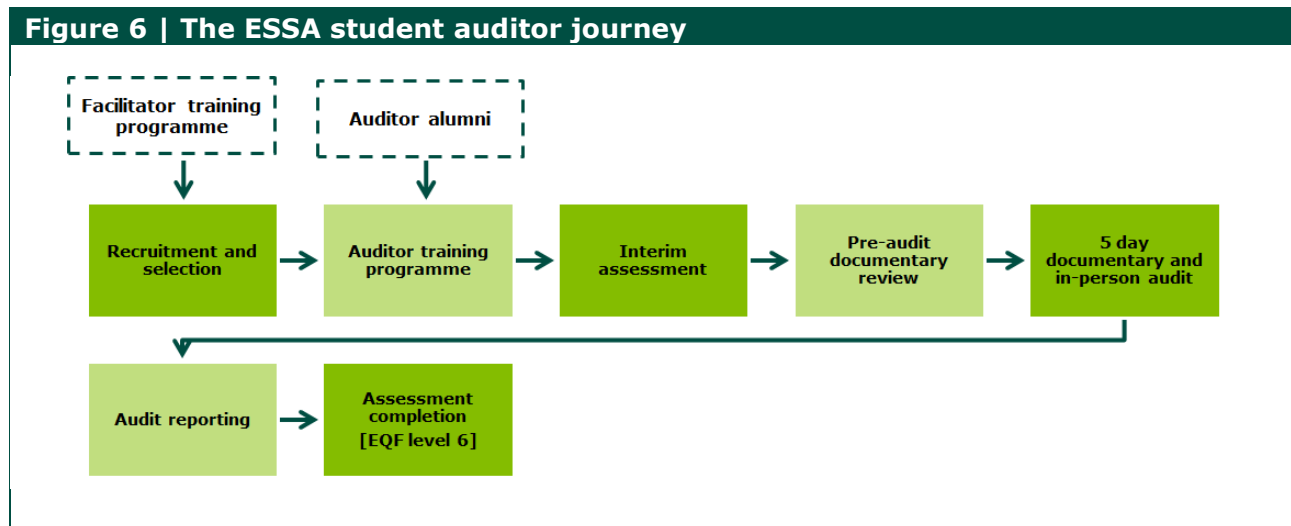
2. During the **Auditor Training Programme** the student auditors should:
 - Be introduced to the assessment process including the [assessment rubric](#)
 - Complete regular reflections on their learning experiences including using the reflective prompt questions (see below)
 - Gather evidence of their learning including personal notes as well as group outputs generated during the training
 - Complete the [test of their knowledge and understanding the of the Benchmark Standards for USR](#)
 - Complete the [Interim Reflective Report](#)
 - Revisit and possibly revise their personal learning objectives.

3. During the **audit process** the student auditors should:
 - Complete regular reflections on their learning experiences including using the reflective prompt questions (see below)
 - Gather evidence of their learning including personal notes as well as group outputs generated during the training.

4. Following the **audit process** the student auditors should:
 - Have received feedforward on their Interim Reflective Reports
 - Complete and submit their Final Reflective Reports.


Guiding the student auditors through their learning journey

The portfolio should be used by the student auditors following the completion of the recruitment and selection process:



Before the Auditor Training Programme

- Ensure that the Facilitators understand the assessment process required to be followed by the student auditors (see Unit 10 of the [Facilitators Training Manual](#))
- This should include the reflective prompts used in the portfolio (see the portfolio template [here](#) in this manual)
- The [Auditor Training Programme](#) includes reflective learning activities and the student auditors should be encouraged to use these activities to develop and collate their evidence of their learning and development.
- Remember that the output from group activities, especially the daily ‘check-outs’ can be used as evidence by all the individual members of that group.
- The assessment portfolio and approach should be presented to the student auditors before or at an early stage of the Auditor Training Programme.



Resource:
[Presentation slides to introduce students to the assessment](#) – Introduction to the assessment

The exercise (slide 8) involves:

- the student auditors discussing among themselves what might count as evidence of learning
- writing the evidence types on to Post-it notes
- placing the Post-it notes on the wall

- the facilitators should cluster these in to similar types
- a whole group discussion should be had on any missing types of evidence.
- a guided discussion should be held on opportunities in the training for when student auditors will generate particular types of evidence and how they should do this. There may be opportunities to generate small group evidence through the outputs from group exercises and/ or the audio or video of groups discussions, feedback sessions etc...

Self-assessment against the Social Responsibility Auditor person specification

Ideally taking place before the start of the Auditor Training Programme, this should be treated as a **mandatory** component of the assessment and certification process. This self-assessment process assists the student auditors in generating a proposal showing how they intend to meet the [four intended learning outcomes](#) of the project.

In particular, the self-assessment and proposal assists in demonstrating attainment against Learning Outcome (LO) 3: "Evaluate and critically reflect upon my approach, my learning, my development and my judgement in the conduct of a social responsibility audit."

The student auditors are asked to assess themselves using a basis rating scale between 1 and 4 where:

- 1 corresponds to having no experience or knowledge relevant to the question.
- 4 corresponds to having expertise and/ or confidence in the relevant topic or skill being asked.

The complete self-assessment instrument is available as [Annex B](#) in this Manual.

The self-assessment instrument is structured around the intended learning outcomes of the certificate so as to support student auditors in identifying their main strengths and provide a baseline for assessment their individual *distance travelled*¹ through participation in the project. The questions are structured as follows:

1. Section 1: My knowledge and understanding of University Social Responsibility Auditing and knowledge of the workings of universities.

- a. I can identify three key reasons why universities implement social responsibility programme:

¹ 'Distance travelled' refers to the progress that an individual makes towards a particular and intended learning outcome. Distance travelled is very much an individual indicator of development and is, therefore, well-suited to the individual and developmental approach used in this project (see Institute for Employment Studies' [Guide to Measuring Soft Outcomes and Distance Travelled.](#))

- b. I can state the four main thematic areas of the USR benchmarks
 - c. I can identify four key sources of data and information used in the USR Benchmarking processes
 - d. I can identify three main benefits for a university in undertaking a social responsibility audit
 - e. I am confident in my understanding of how different universities have different goals and purposes, how they are structured and how they run as organisations.
- 2. Section 2: My professional communication skills involving listening, writing, speaking including face-to-face interactions (such as interviewing someone) and presenting.**
- a. I am effective at listening
 - b. I can communicate effectively with people I don't know
 - c. I am confident in developing and delivering presentations:
 - d. I am effective at presenting an argument.
- 3. Section 3: My skills in analysis and research**
- a. I am skilled in seeking data
 - b. I can analyse and summarise data
 - c. I am confident in my abilities in understanding data in charts and graphs
 - d. I am skilled in undertaking reasoned enquiry
 - e. I am confident in my abilities to make critical judgements.
- 4. Section 4: My ability to perform professionally, including time management and leadership skills.**
- a. I am good at organising
 - b. I am good at establishing effective working relationships
 - c. I am confident in my abilities to make decisions.

Personal learning objectives

Following the self-assessment exercise, the student auditors will be in a position to identify their three principle learning objectives to guide their learning during the remainder of the project.

Figure 7 | Identifying three personal learning objectives

My personal learning objectives	Name:	
My personal learning objectives.	How I intend to meet this objective.	How I intend to demonstrate that this objective has been met.
[please overtype] <i>E.g. to develop my skills in synthesising different types of data</i>	[please overtype] <i>By participating in opportunities to synthesise qualitative and quantitative data</i>	[please overtype] <i>By producing a piece of data synthesis as part of the USR audit and reflecting on how I did this in my personal Reflective Blog.</i>

During the Auditor Training Programme sessions

The reflective learning prompts included in the guidance in the [portfolio template](#) follow the schedule of the Auditor Training Programme. The individual reflective exercises are entirely optional and are offered as suggestions at useful points in the programme for further reflections. While the exercises are optional, the student auditors should be encouraged to make use of the reflective exercises conducted at the end of each day (the daily ‘check-outs’) in the Auditor Training Programme.

As the assessment approach has been designed to assist and enhance learning, the student auditors should be offered support during all phases of the auditor training programme to engage in critical reflections. In particular, there will need to be workshops and facilitator support to help the student auditors in connecting their specific experiences of the training to the Intended Learning Outcomes and to their personal learning objectives.

The [portfolio template](#) includes prompt questions to aid reflections according to the components of the Auditor Training Programme:

1. Introduction to the project and the general concepts of social responsibility auditing
2. Auditing and audits
3. Benchmarking
4. Audit methods
5. An audit simulation
6. Audit reporting.

Understanding the USR Benchmark Standards

Following completion of the Auditor Training Programme, it is important to ensure that there is a common knowledge and understanding of the Benchmark Standards in USR.

The test is included here in [Annex D](#).

Following the Auditor Training Programme

Following completion of the Auditor Training Programme, the student auditors should complete their individual Interim Reflective Report. A template for the report is available in [Annex E](#). The Interim Reflective Report does not contribute to the final grade the student auditor will receive for the course but is, rather, an opportunity for them to receive feedforward on their reflective writing. Student auditors should also receive feedforward on the quality of the evidence of learning they are collecting and how this might be enhanced.

The feedforward should be based on the assessment rubric available in [Annex C](#) and using the Enhanced Feedback Form available in [Annex F](#). The assessment rubric should also be made available to the student auditors as part of promoting the transparency of the learning process.

The student auditors may also wish to review and revise their personal learning objectives at this point in their learning journey.

During the University Social Responsibility audit

The reflective learning prompts included in the guidance in the [portfolio template](#) follow the schedule of the audit process as set out in the Audit Manuals. The individual reflective exercises are entirely optional and are offered as suggestions at useful points in the audit for further reflections.

The student auditors' roles in the audit will vary which will also have consequences for the reflective prompt questions that are relevant to that role. Furthermore, student auditors should also be encouraged to consider other models of reflective learning such as Gibb's with its more affective focus than the Driscoll model.

While the exercises are optional, the student auditors should be encouraged to reflect at least daily on their experiences of the audit.

As the assessment approach has been designed to assist and enhance learning, the student auditors should be offered support during all phases of the audit to engage in critical reflections. In particular, there will need to be facilitator support to help the student auditors in connecting their specific experiences of the audit to the Intended Learning Outcomes and to their personal learning objectives.

The [portfolio template](#) includes prompt questions to aid reflections according to the audit process:

1. Understanding the university
2. Planning and logistics: understanding of the University Social Responsibility audit process
3. Document and data analysis
4. Group and collaborative working
5. Synthesising data and making audit judgements
6. Interviewing key stakeholders and facilitating focus groups
7. Presenting audit findings
8. Personal learning and performance
9. Final Reflections.

After the University Social Responsibility audit

Following completion of the audit, including the submission of the final audit report to the institution being audited, the student auditors should complete and submit their individual Final Reflective Report as discussed in the next section of this chapter.

The reflective reports

The Interim and Final Reflective Reports are where the student auditors write a self-reflective and critical account of their learning. This should include reflecting on how they have achieved the Intended Learning Outcomes of the assessment along with reflections on the extent to which they have met their personal learning objectives. The Reports should demonstrate the use of a structured approach to reflective learning including discussing how they may change their behaviours or approaches in similar situations in the future and what the anticipated affects of such changes may be. The Reports should link to particular evidence of learning collected throughout the student auditor's participation in the project.

The Interim Reflective Report provides an opportunity for student auditors to receive feedforward on their reflective writing and to support them in improving their reflective writing. To this end, the Interim Reflective Report has the same structure as the Final Reflective Report and should be assessed using the same assessment criteria and rubric as well as using the same Enhanced Feedback Form.

The final assessment grade is based solely on the Final Reflective Report submitted by the student auditor at the end of their participation in the project.

Assessment and marking

Once submitted, the students' Final Reflective reports should be marked in accordance with the quality assurance requirements of the credit awarding institution.

The assessment approach provided in this manual is based on constructive alignment between the Auditor Training Programme, the Audit Manuals, the intended learning outcomes and the portfolio framework. In terms of what can be an intense learning experience, the assessment process is designed to be efficient and manageable for students while also enhancing their assessment literacy through engaging with the suggested portfolio activities and tasks. The purposeful nature of the assessment is clear in its orientation to support students in achieving a high-quality social responsibility audit of a higher education institution. To ensure the transparency and visibility of assessment standards, the assessment rubric and grade descriptors used should be made available to students in advance of their participation in the training and audit activities and be clearly used in the feed-forward on the students' individual Interim Reflective Reports as well as the summative assessment of the Final Reflective Report.

An important consideration in any collaborative assessment is that those involved in the teaching, student support and facilitation, marking, and assessment have opportunities to: (a) come to a joint understanding of the assessment criteria through standardisation processes preferably involving example individual Reflective Report where possible; and (b) moderation meetings of at least a sample of Reflective reports in each cycle of assessment to ensure an ongoing equity in the application of the assessment criteria (see Martin 2018).

Annexes

The Annexes to this manual provide templates and example documents to support the implementation of the assessment approach given in this manual. The Annexes are:

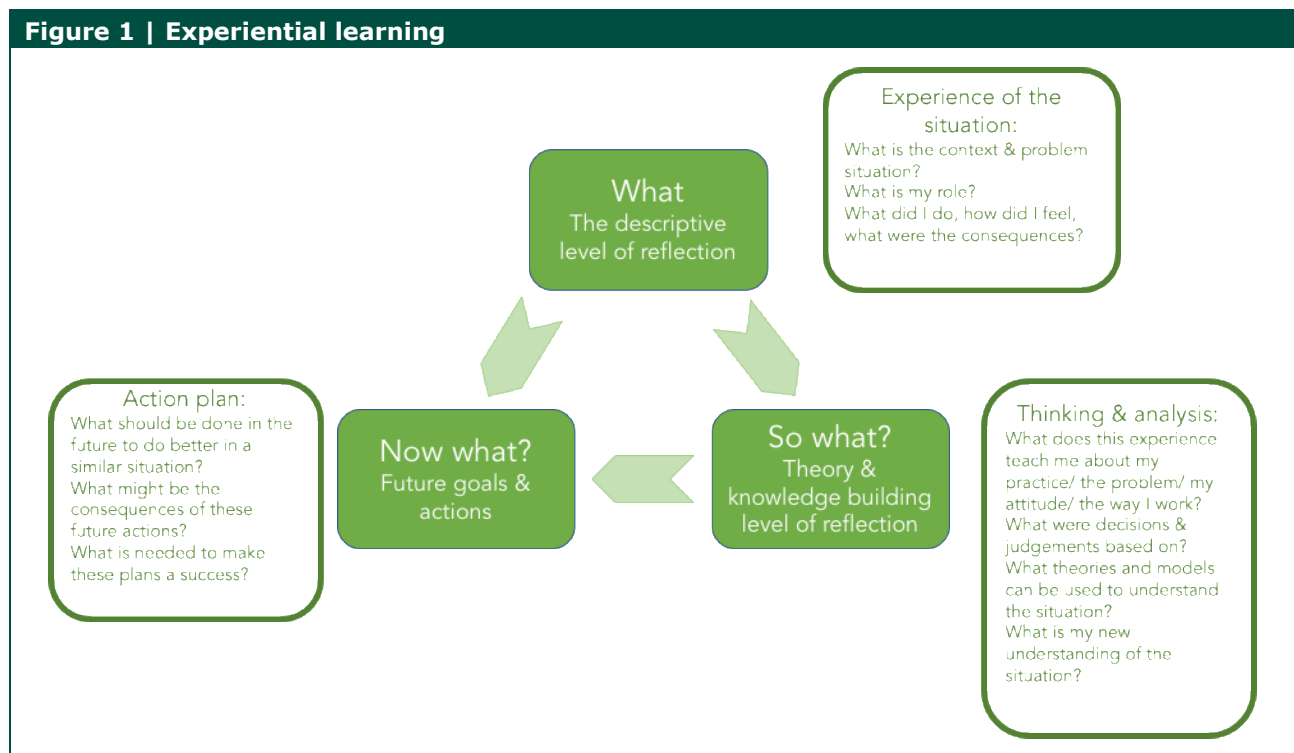
- A: the portfolio template
- B: the self-assessment instrument
- C: the assessment rubric and grade descriptors
- D: the test of knowledge and understanding of the Benchmark Standards for University Social Responsibility
- E: the Interim and Final Reflective Report Template
- F: the assessor feedback form template

Annex A: the portfolio template and reflective learning prompts

This portfolio template and reflective learning prompts can be given to the student auditors. It is intended to be a paper-based version of the portfolio. The template can also be used as the basis for the building of an online portfolio using an available e-portfolio system.

This template is intended for an audience of student auditors and replicates much of the content of the main body of this manual.

The assessment process for this course is based on critical reflection as a key component of experiential and action-learning. When reflecting, you move beyond the simple describing of events. A simple model of a cycle of three cue questions was developed by Borton (1970) and later developed by Driscoll (2007):



Alongside answering the question of 'What' happened by describing what happened and what the results were, you focus on analysing and drawing conclusions from your experiences (the 'So what?') and look to future goals and actions based on these (the 'Now what?'). In this way, reflection is a cyclical process where learning never stops!

Another, more detailed, approach to critical reflection that encourages deeper learning is Gibb’s (1988) model of structured debriefing:

Figure 2 Gibb’s model of structured debriefing (1988)	
Description	What is the stimulant for reflection (an incident, event, theoretical idea)? What are you going to reflect on?
Feelings	What were your immediate feelings and reactions?
Evaluation	What was positive and/ or negative about the experience?
Analysis	What sense can you make of the situation? What was really going on? Bring in ideas from outside the experience to help you.
Specific conclusion	What can you conclude from this specific incident?
General Conclusion	What can be concluded in a general sense from the analysis you have undertaken?
Action	What are you going to do differently as a result of this experience and reflections? What action can you take to ensure that you do things differently in the future?

When composing your reflections, you will find it useful to refer to the learning model of the course (page 3 of this manual) and to Gibb’s model.

In the following sections are a series of prompts to assist you in keeping a reflective record of your learning journey of the course and the actual audits of universities.

While a blog (web log) is traditionally a static text and image based artefact, you could also use presentations (in PowerPoint, Apple’s [Keynote](#), [Google Slides](#) or [Prezi](#)) make audio recording or videos. An interview recording with a fellow student would be a very effective means of demonstrating your reflective practice.

The following prompts are organised around the structure of the Auditor Training Programme and the audits. However, they are just prompts that can help you in reflecting on your learning. If a critical incident’ such as a very successful instance of group working, resolving a clash of personalities, coming across an idea, concept or information that really interests you and is relevant to the processes of social responsibility auditing, then please see free to use that instead.

And, of course, if you find that the Gibb’s model is really **unhelpful** for you, then that is an important experience to reflect on.

Each reflective post does not need to be extensive – a 300 word blog post, or a 2 minute spoken reflection – but do reflect in as much depth as you think is helpful. Remember that you will be returning to these reflections to compose your Interim and Final Reflective Reports. It is the Final Report that is assessed in this course. Your blogged reflections are yours, so feel free to experiment with what and how you undertake your reflections: it is up to you what you use in the Reflective Final Report.

Student Auditor Training Programme

The following prompts are listed in order following the schedule of the Auditor Training Programme. The individual reflective exercises are entirely optional and are offered as suggestions as useful points in the programme for further reflections. While the exercises are optional, you should be aiming to reflect at least daily on your experiences of the Training Programme.

Remember that these reflections are for your benefit. The assessment of this course is based entirely on the Final Reflective Report.

Not all boxes need to be completed and you are not limited to one entry per prompt

1. Introduction to ESSA and the general concepts of social responsibility auditing

[please overtype] At the end of the first sessions/ day introducing you to the ESSA project and the general concepts of university social responsibility (USR), you should reflect on your understanding of USR. What strikes you as important about the concept of USR? What was surprising about the concept and/ or is there anything missing from the discussions and USR models you've examined?

[please overtype] You may find it helpful to return to your personal learning objectives to consider what you would change about them knowing what you know now. Reflecting on your personal learning objectives is something you should do throughout your learning journey on the ESSA project.

2. Auditing and audits

[please overtype] Reflect on your contribution to the group mapping and presentation exercises in this section of the course. How effectively do you think you contributed? What are you most pleased about your performance? How can you improve on your contributions? (you may want to reflect on both your contributions to the content of the group mapping and the group working processes, or to concentrate on just one of these.

[please overtype] At the end of this section of the course, you should reflect on your learning about the processes of the audits and auditing. What do you feel that you learned? What do you still feel unsure or would want to know more about? How will you find more about these topics?

3. Benchmarking

[please overtype] Critically reflect on your understanding of social responsibility benchmarking and its purposes. Are there any criteria you think should not be included and, if so, why is that? Are there any criteria you think are missing from the USR benchmark standards? Are there any criteria you want to know more about and how will you go about learning more about these particular benchmarks?

[please overtype] This section of the Training Programme includes a group presentation. Using Gibb's model of structured debriefing, reflect on how you think you and your group managed the group presentations and QandA session. Thinking about the

remainder of the Training Programme and the audit process itself, what specific opportunities are there for you to try out different approaches to working in groups and in delivering presentations?

4. Audit methods

[please overtype] Using Gibb’s model of structured debriefing, reflect on the various audit methods you experienced today? Are there any methods that you were particularly comfortable or uncomfortable using? Why do you think you particularly like or dislike those methods? Drawing on the opportunities in this Training Programme and the auditing process, how will you further develop your competence in these methods? Are there any methods you don’t want or feel the need to further develop your competence in? If so, why is that?

5. Simulation

[please overtype] You should reflect on your experiences in the simulation of a Social Responsibility Audit. What went well for you personally and what did not? What areas of competence can you identify as needing further development and how might you go about such development? Remember that areas of competence where you are stronger can help you in addressing weaker areas of competence. Again, you may find using Gibb’s model of structured debriefing helpful here. It may also be helpful to ask your fellow students and/ or the training facilitators for feedback on your performance.

[please overtype] You may find it helpful to return to your personal learning objectives to consider what you would change about them knowing what you know now. Reflecting on your personal learning objectives is something you should do throughout your learning journey on the ESSA project.

5. Reporting

[please overtype] You should reflect on your experiences of report writing and presentations from this section of the Training Programme. You may find it helpful to return to your reflections on the group work and presentations from section 3 on ‘Benchmarking’. You should also reflect on your experiences of data search, analysis and synthesis in developing your audit report and, especially, on your experiences of making audit judgements. How easily did you find yourself coming to judgements based on the evidence presented? Did your group agree the judgements made fairly easily? Do you think the process used enabled everyone to contribute to making overall audit judgements? What further development needs have you identified from this experience?

The Social Responsibility Audit

Your reflections on the experiences of the social responsibility audit which you are undertaking will depend on the activities you are undertaking and your individual experiences over the course of this intensive audit week. The audit schedule includes time each day for self and group-reflection and you may wish to use some of this time to draft short reflective blog posts.

Again, the individual reflective exercises are entirely optional and are offered as suggestions as useful points in the programme for further reflections. While the exercises are optional, you

should be aiming to reflect on at least one experience a day during the social responsibility audit.

You may find it helpful to reflect on a particular critical incident using the structure and questions of the cue questions or Gibb's model of structure debriefing (page 11 of this manual).

Remember that these reflections are for your benefit. The assessment of this course is based entirely on the Final Reflective Report (see page 21 of this manual).

Not all boxes need to be completed and you are not limited to one entry per prompt

1. Understanding the University

[please overtype] Reflecting on the initial introduction to the university, was there anything that surprised you? Do you feel that you have a robust understanding of higher education in a different national context? What strikes you as similar to your own higher education experience and what seems different? What do you identify at this stage as being important about the university for undertaking the University Social Responsibility (USR) audit?

2. Planning and logistics: your understanding of the USR audit process

[please overtype] Reflect on the audit plan as it has been presented to you: does the plan meet your expectations on the conduct of a USR audit? What were your immediate feelings and reactions to the plan? Do you feel ready to complete this audit and what do you feel you need to do as a result of this reflection on the plan? You may want to discuss your feelings and concerns with your fellow student auditors as well as the audit facilitators.

3. Document and data analysis

[please overtype] Reflect on your experience of the analysis of documentary and other evidence. How straightforward did you find applying the models and concepts from the Training Programme to analysing the documents you looked at? What were the key issues and/ or conclusions you were able to draw from the evidence? Did this concur with the issues identified from other evidence from your fellow auditors? What additional evidence do you think you require and how might you find that data? What might be the key lines of enquiry you want to pursue in further data collection and analysis?

4. Group and collaborative working

[please overtype] You should make a number of reflections on your experiences of working with others in the completion of the audit. You may find it helpful to focus on 'critical incidents' – things that went particularly well or that you feel were difficult or problematic – and reflect on these using Gibb's model of structured debriefing. You may find it useful to review your other reflections from both the Auditor Training Programme and the USR Audit to identify any patterns of particular strengths or priorities for further personal professional development.

5. Synthesising data and making judgements

[please overtype] Reflect on how easily did you find the processes of synthesising different forms of data and information? What can you identify as your key strengths and further areas for development in making judgements based on the evidence presented? Did your group agree the judgements made fairly easily? Do you think the process used enabled everyone to contribute to making overall audit judgements?

6. Interviewing key stakeholders and facilitating focus groups

[please overtype] Use either of the suggested structured models of reflection to review your experiences of interviewing key stakeholders and conducting focus groups. Were you clear on the purpose of the particular interview or focus group? Why do you think the interview or focus group did or did not meet its objectives? To what extent were you able to establish a sense of interpersonal rapport with the interviewee or group? How successful were you in steering the interview or group discussion? Who do you think had control of the interview or focus group interactions and why? How successfully do you feel you were able to engage in active listening? In conducting an interview or focus group in the future, what would you do again and what would you do differently, and why?

7. Presentations

[please overtype] Reflect on your experiences of preparing and delivering the final audit presentations. Do you feel that the presentations gave the overall assessment from the audit as a whole? In what ways and how effective were your contributions to the presentations? How did the overall experience of the presentations make you feel? Why do you think they made you feel that way? What would you change in developing and delivering group presentations in the future?

8. Personal learning and performance

[please overtype] How do you think that you performed over the duration of the USR audit week? Where do you think you were most effective in contributing to the audit and where do you think you were less effective? Why do you think this is the case and what would you do differently in the future? What personal professional development needs have you identified from these experiences? How do you intend on meeting these development needs?

9. Final reflections

[please overtype] For your final reflections, you may find it helpful to return to your personal learning objectives as well as the course Learning Outcomes and review the extent to which you are able to demonstrate that you have met these.

Annex B: the self-assessment instrument

Self-assessment against the Social Responsibility Auditor person specification

This is a **mandatory** component of the assessment and certification of your learning. This self-assessment process will assist you in generating a proposal showing how you intend to meet the four learning outcomes specified above.

In particular, the self-assessment and proposal will assist you in demonstrating how you have met Learning Outcome (LO) 3: "Evaluate and critically reflect upon my approach, my learning, my development and my judgement in the conduct of a social responsibility audit."

For each of the following questions you should give yourself a rating between 1 and 4.

1 corresponds to having no experience or knowledge relevant to the question.

4 corresponds to having expertise and/ or confidence in the relevant topic or skill being asked.

There is no right or wrong answer to these questions. Nor will giving yourself low scores effect your final assessment for the course. The assessment is based on reflections on your learning from the baseline established in this self-assessment.

Section1: My knowledge and understanding of University Social Responsibility Auditing and knowledge of the workings of universities

(i) I can identify three key reasons why universities implement social responsibility programme:

Rating	1	2	3	4
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Evidence

<p><i>List three key reasons. If you are not sure of these, where do you think you can find them?</i></p>

(ii) I can state the four main thematic areas of the USR benchmarks:

Rating	1	2	3	4
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Evidence

List the four main thematic areas. If you are not sure of these, where do you think you can find them?

(iii) I can identify four key sources of data and information used in the USR Benchmarking processes:

Rating	1	2	3	4
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Evidence

List four key sources of data and information. If you are not sure of these, where do you think you can find them?

(iv) I can identify three main benefits for a university in undertaking a social responsibility audit:

Rating	1	2	3	4
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Evidence

List three main benefits of SR auditing.

(v) I am confident in my understanding of how different universities have different goals and purposes, how they are structured and how they run as organisations: Do you have experience of studying in other universities? Do you follow general media stories regarding higher education in your own and other countries?:

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

Section 2: My professional communication skills involving listening, writing, speaking including face-to-face interactions (such as interviewing someone) and presenting.

(i) I am effective at listening: How well do you really listen to others? Do you take a genuine interest in their views, and do you take the trouble to check that your understanding is correct?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating.

(ii) I can communicate effectively with people you don't know: How do you think about whether your language should be formal or informal? When do you use or not use technical terms or jargon? How do you establish rapport or make another person feel at ease?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

(iii) I am confident in developing and delivering presentations: How do you select appropriate tools for presenting to others? How confident are you in selecting effective visualisations of data for presentations? How do you plan your timings? How well to you respond to questions and interruptions?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

(iv) I am effective at presenting an argument: Do you select appropriate information to justify your argument or judgement? Do you build up your argument in stages so that an audience can follow how you came to that position? How well do you respond to alternative positions and viewpoints?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

Section 3: My skills in analysis and research

(i) I am skilled in seeking data: How effective are you in searching for data and information? This might include searching the world-wide web, library data bases, internal organisational information, policies and documents or the use of other databases such as Factiva.

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

(ii) I can analyse and summarise data: Are you able to systematically analyse basic quantitative, and qualitative, data? Can you identify and summarise the important aspects from the data? Can you effectively synthesise different sources and modes of data and succinctly present your conclusions?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

(iii) I am confident in my abilities in understanding data in charts and graphs: How confident are you in understanding graphs and charts and assessing the strength of any conclusions based on those visualisations?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

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(iv) I am skilled in undertaking reasoned enquiry: Do you take a structured approach to investigating a topic or problem situation? Do you search for additional data, ask questions and search for alternative views?

Rating	1	2	3	4
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Evidence

<i>Describe an incident or event that justifies your rating</i>

(v) I am confident in my abilities to make critical judgements: Do you assess information and knowledge effectively to reach your own conclusions? Are you able to draw conclusions from the data and analysis done by others' and seek consensus judgements without compromising your own conclusions? Are you aware of gaps in your knowledge?

Rating	1	2	3	4
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Evidence

<i>Describe an incident or event that justifies your rating</i>

Section 4: My ability to perform professionally, including time management and leadership skills.

(i) I am good at organising: How effective are you at organising your schedule for yourself and in coordination with others, planning complicated activities and dealing with different and competing priorities?

Rating	1	2	3	4
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Evidence

<i>Describe an incident or event that justifies your rating</i>

(ii) I am good at establishing effective working relationships: How effective are you in working with others, building trust and rapport and adapting to different roles within working groups?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

(iii) I am confident in my abilities to make decisions: How do you go about making difficult decisions? Do you make decisions based on your own intellectual or personal independence? Do you prefer for others to make decisions for you?

Rating	1	2	3	4
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Evidence

Describe an incident or event that justifies your rating

Now you have completed this self-assessment tool, you should go back through your answers to identify your personal learning objectives you would like to meet through your participation in the ESSA project.

These objectives should be realistic given what you will be doing on the ESSA project. You will find it useful to refer to information you've been given on the ESSA Auditor Training Programme and the audit process itself.

We would suggest that you identify no more than three personal learning objectives you intend to meet over the duration of the Auditor Training Programme and audit week.

Personal Learning Objectives

My personal learning objectives		Name:
My personal learning objectives.	How I intend to meet this objective.	How I intend to demonstrate that this objective has been met.
[please overtype] <i>E.g. to develop my skills in synthesising different types of data</i>	[please overtype] <i>By participating in opportunities to synthesise qualitative and quantitative data</i>	[please overtype] <i>By producing a piece of data synthesis as part of the USR audit and reflecting on how I did this in my personal Reflective Blog.</i>

Annex C: assessment criteria and rubric

The information below is intended to help you understand how each Learning Outcomes of the Certification in Social Responsibility Auditing will be assessed, and help you think and write about each Learning Outcome appropriately at the different stages of your participation in the project (pre-training activities, the Auditor Training Programme, the interim report, the Audit and the final report). A table of grade descriptors is given at the end of this document and will help you understand the standard of work expected for each grade level (A to H). These same standards apply to each of the three Learning Outcomes.

Learning outcomes

1. Demonstrate critical knowledge and understanding of the principles and practices of social responsibility auditing using case material from the higher education sector and the collection, synthesis, analysis and reporting of evidence of USR performance;
2. Demonstrate the use of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively and critically with the application of the University Social Responsibility (USR) benchmark standards;
3. Evaluate and critically reflect upon my approach, my learning, my development and my judgement in the conduct of a social responsibility audit.

Evidencing your learning

Throughout your experience on the ESSA project you should be collecting evidence of your learning in your e-portfolio.

Assessment rubric

The assessment process needs to address the following key components of the assessment and certification:

1. After the Auditor Training Programme, students should complete the Interim Reflective Report and they receive **formative** feedback on this;
2. After the Audit, students should complete the Final Reflective Report and they receive **summative** feedback on this. The final marks are based solely on the Final Reflective Report;
3. The marks are internally moderated by the markers and should be subject to the normal quality assurance and governance processes of your university

Learning outcome descriptors

1. Assessment of Learning Outcome 1: Demonstrate critical knowledge and understanding of the principles and practices of social responsibility auditing using case material from the higher education sector and the collection, synthesis, analysis and reporting of evidence of USR performance.

For this learning outcome the student should provide evidence of:

- Understanding of the principles of social responsibility in general and specifically as applied in the higher education sector
- Knowledge of the range of different practices performed by higher education institutions that may be included under the label of 'social responsibility' and why social responsibility priorities may differ between higher education institutions or between national higher education systems
- Knowledge of the range of different audit methods that can be used and understanding of their strengths and limitations
- Knowledge and understanding of the challenges of analysing data and arriving at robust conclusions for an audit
- Knowledge and understanding of the purpose, structure and style of the audit report.

The grade for this Learning Outcome is determined by the **quality of the evidence** provided. This evidence will be assessed using the grade descriptor table at the end of this document – these standards are the same for each Learning Outcome.

Course stage	What to consider?
Self-assessment	<p>What is your initial understanding of Social Responsibility (SR) and how SR audits may be conducted?</p> <p>What aspects of higher education affect your expectations of the conduct of social responsibility practices and how these may be audited?</p> <p>What aspects of USR and the USR benchmarks are unclear to you? How do you expect that your knowledge and understanding will be further developed during this training?</p> <p>What particular skills required for USR auditing do you possess and what skills do you expect to develop during the training?</p>
Student auditor training course	<p>In what ways has your understanding and knowledge of social responsibility in general and in higher education changed?</p> <p>Did the training course confirm or bring in to question your existing knowledge and understanding of social responsibility principles in higher education?</p> <p>How do you expect the experiences of undertaking the social responsibility audit will contribute to your knowledge and understanding of social responsibility principles and practices in higher education?</p>

	<p>What skills do you feel you developed most during the training? What skills do you feel need further development to be an effective USR auditor? What skills and activities are you most concerned about using during the USR audit you will be conducting?</p>
<p>The audit and report</p>	<p>How did your experience of the audit change your understanding of the principles and practices of social responsibility in higher education?</p> <p>To what extent were your expectations in how the audit would contribute to your knowledge and understanding confirmed in the audit? In what ways did the audit experience challenge your knowledge and understanding?</p> <p>What skills and activities did you make best use of during the audit and reporting writing phases? What audit tasks did you find most challenging and why?</p> <p>Was the writing of the report straightforward? What were the main challenges you faced and how did you address them? What do you consider to be the main strengths and weaknesses of the report section to which you contributed?</p>

Assessment of Learning Outcome 2: Demonstrate the use of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively and critically with the application of the USR benchmark standards.

For this learning outcome the student should provide evidence of:

- Identifying the skills and attributes required in using social responsibility audit methods
- Using reflective tools, models, strategies, as well as peer and facilitator feedback to develop their skills
- How they have used and applied their relevant skills and attributes during the Auditor Training Programme and the audit
- How these skills and attributes have developed during the Auditor Training Programme and the audit.

The grade for this Learning Outcome is determined by the **quality of the evidence** provided. This evidence will be assessed using the grade descriptor table at the end of this document – these standards are the same for each Learning Outcome.

Course stage	What to consider?
Self-assessment	What skills and attributes do you anticipate having to develop and why? What personal learning objectives did you identify and how do you anticipate these objectives will be met?
Student auditor training course	How effectively do you think you used and developed your skills and attributes? Why do you think this? What skills and attributes do you think you need to develop further, why do you think this and how will you develop these? What unexpected skills and attributes did you need to use? How did you identify, develop and apply these? How successful were you?
The audit and report	How effectively do you think you used and developed your skills and attributes? Why do you think this? What unexpected skills and attributes did you need to use? How did you identify, develop and apply these? How successful were you? Based on your experiences on this project, what skills and attributes will you be seeking to develop in the future and why?

Assessment of Learning Outcome 3: Evaluate and critically reflect upon my approach, my learning, my development and my judgement in the conduct of a social responsibility audit

For this learning outcome the student should provide evidence of:

- How they have reflected on and evaluated their learning and their development during the Auditor Training Programme and audit
- How they have assessed the extent to which they have met their personal learning objectives
- How they have learned from their successes, challenges and failures during their experiences on the Auditor Training Programme and audit
- How they might apply what they have learned from their experiences in the future.

The grade for this Learning Outcome is determined by the **quality of the evidence** provided. This evidence will be assessed using the grade descriptor table at the end of this document – these standards are the same for each Learning Outcome.

Course stage	What to consider?
Self-assessment	None
Student auditor training course	<p>Briefly cite any specific influences, reflective techniques, models, literature or tools that you found particularly helpful, say why and provide examples.</p> <p>Communicate clearly and evidence how you have used critical reflection to aid your learning and development in meeting LOs 1 and 2 and your personal learning objectives. Use specific examples, such as significant incidents during the training and audit (both good and bad) as well as challenges, mistakes, failures and negative experiences and how you dealt with them / what you learned through this process.</p> <p>Identify where your further development needs may be met during the actual audit process.</p>
The audit and report	<p>Briefly cite any specific influences, reflective techniques, models or tools that you found particularly helpful, say why and provide examples.</p> <p>Communicate clearly and evidence how you have used critical reflection to aid your learning and development in meeting LOs 1 and 2 and your personal learning objectives. Use specific examples, such as significant incidents during the training and audit (both good and bad) as well as challenges, mistakes, failures and negative experiences and how you dealt with them / what you learned through this process.</p>

Grade descriptors

The grade for each Learning Outcome is determined by the **quality of the evidence** provided – descriptions and grades are given below.

Grade	Descriptor
A 70-100	<p>Excellent evidence: Very good, excellent or outstanding in most respects, the work is what might be expected of a very competent student able to make a significant contribution to the conduct and development of USR auditing.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding of USR and their own learning that is: perceptive, though-provoking, in-depth and/or creative • Thinking that is: highly critical, analytical, reflective and well considered • Structure that is: tightly focused and precise with a very logical, well-reasoned and clearly balanced development of arguments
B 60-69	<p>Very good evidence: Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes and the competence to make an effective contribution to the development and implementation of USR auditing.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding of USR and their own learning that is: complete and comprehensive • Thinking that is: a very good synthesis, analysis, reflection and evaluation • Structure that is: mostly clear, well-structured and logical
C 50-59	<p>Good evidence: The work clearly meets requirements for demonstrating the relevant learning outcomes and that the student is competent to make a satisfactory contribution to the implementation of USR auditing.</p> <p>It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding of USR and their own learning that is: average or variable, descriptive and in some areas complete and comprehensive and in others limited and basic. • Thinking that is: a limited / partial critical analysis, synthesis, reflection and evaluation • Structure that is: average or variable in its clarity and logic but provides a partially-reasoned argument
D 40-49	<p>Some evidence: The work meets minimum requirements for demonstrating the relevant learning outcomes and able to make a contribution to the implementation of USR auditing with some support.</p> <p>It shows:</p>

	<ul style="list-style-type: none"> Insight/Understanding of USR and their own learning that is: basic or limited, lacking detail, elaboration or explanation Thinking that is: highly descriptive with no real / limited / superficial synthesis, critical analysis or reflection Structure that is: not logical, is unclear, vague, imprecise, and ambiguous, providing a weak argument based on mostly unsubstantiated statements
E 30-39	<p>Limited evidence: The work fails to meet minimum requirements for demonstrating adequate knowledge and understanding of USR auditing and understanding of their own learning processes.</p> <p>It shows:</p> <ul style="list-style-type: none"> Insight/Understanding of USR and their own learning that is: minimal, cursory or very limited Thinking that is: almost entirely descriptive rather than analytical or reflective Structure that is: poor, with poorly developed or incoherent argument, or no argument at all
F 20-29	<p>Very limited evidence: The work is very weak or shows a decided lack of effort.</p> <p>It shows:</p> <ul style="list-style-type: none"> Insight/Understanding of USR and their own learning that is: negligible, illustrating no knowledge, understanding or coherent discussion of the area in question Thinking that is: incomplete, muddled, and/or providing irrelevant material Structure that is: negligible with incomplete or inadequately presented references, if any
G 10-19	<p>No evidence: Extremely weak. It does not address the area in question.</p>
H 0-9	<p>0 = No submission to evidence the learning outcome. Up to 9 = The work is of very little consequence, if any, to the area in question. It is incomplete in every respect.</p>

Annex D: test of knowledge and understanding of the Benchmark Standards

1. The four themes of the Benchmark Standards for USR across the EHEA are...

1. Supporting Sustainable Research and Teaching; Managing Sustainably; Ecological Awareness; Fair Practices.
2. Research, Teaching, Support for Learning and Public Engagement; Management Accountability; Ecological Sustainability; Equity and Equality.
3. Research, Teaching, Support for Learning and Public Engagement; Governance; Environmental and Societal Sustainability; Fair Practices.
4. Supporting Sustainable Research and Teaching; Governance; Managing Sustainably; Fair Practices.

Correct answer is 3. Research, Teaching, Support for Learning and Public Engagement; Governance; Environmental and Societal Sustainability; Fair Practices.

2. List three key characteristics of socially responsible teaching as identified in the Benchmark Standards

Can include:

- public funds and student fees are used for the purposes for which they are provided
- curricula is informed by social responsibility
- graduate attributes that support evidence-based thinking, active citizenship and employability
- is student-centred
- assessment is used for learning
- promotes international collaboration
- promotes trans-national mobility
- supports ethical approaches to teaching.

3. Complete the following Benchmark statement under the theme of Governance:

Formally recognises staff and student _____ and involves them as _____.

Correct version: *Formally recognises staff and student unions and involves them as partners in governance and decision-making.*

4. According to the Benchmark Standards, how frequently should senior management report on the institution's social responsibility performance?

- Bi-annually
- Quarterly
- When major initiatives start or finish
- Annually.

Correct answer is Annually

5. The publishing of regular environmental sustainability reports should include reporting on which risks (tick all that apply)?

- Staff and student well-being
- Environmental
- Transport
- Societal
- Supply chain
- Pay and reward.

Correct answers are:

- Environmental
- Societal
- Supply chain.

6. According to the Benchmark Standards on Environmental and Societal Sustainability, what are three aspects of its supply chain that a university should be concerned with?

Correct answers include any from this list

- Environmental impacts and/ or sustainability
- Eco-efficiency
- Ethical behaviours
- Workers' rights
- Fair trade practices.

7. Fair Practices include the avoidance of what two factors?

Correct answer is *discrimination and inequity*

8. List up to four aspects of the Fair Practices theme that should be in socially responsible Universities

Correct answers include:

- Open, transparent, fair and equitable recruitment and promotion
- Appropriate affirmative action
- Comprehensive staff development including in social responsibility
- Consultation and negotiation protocols
- Promotion of health, safety, physical social and mental well-being
- Equality of opportunity
- Guarantee of equal, fair and just pay
- Avoid inequality through flexible working and career development and progression opportunities
- Avoid casualisation of the workforce
- Comply with national law and collective agreements
- Guarantee freedom of associate and respects collective bargaining
- Transparent, fair and equitable complaints and disciplinary procedures
- Protects whistleblowers
- Provides appropriate additional support services, eg, disability support.

9. Which of the following International Standards are the Benchmark Standards for University Social Responsibility referenced to?

a. ISO 210001 b. ISO 9001 c. ISO 26000	d. ISO 27001 e. ISO 22000
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Correct answer is c. ISO2600

10. Which do you see as the three most important criteria set out in the Standards in terms of addressing the climate crisis, and why?

The purpose of the question is to provide an additional incentive to students to explore the Standards and think about the criteria within them. A good answer to this question might be along the lines of "Only three of the Standards relate directly to the climate crisis (3.1, 3.3 and 3.5) though others have an indirect relationship with it (e.g. 3.2, 2.4, 1.9 and 1.10)".

Annex E: the Interim and Final Reflective Report Templates

Title

[please overtype] Your report title should follow the following format:

[The name of the institute you are auditing]
 [Your Name]

Introduction

[please overtype] Your introduction should summarise the main outcomes of your self-assessment and your learning objectives in participating in this project.

Main body

[please overtype] The body of the report should provide a reflective account of how you have met the three learning outcomes of the of the course:

1. Demonstrate your critical knowledge and understanding of the principles and practices of social responsibility auditing in the higher education sector involving the collection, synthesis, analysis and reporting of evidence of USR performance;
2. Demonstrate your use of relevant skills and attributes (academic, professional and/or personal) in order for you to engage effectively and critically with the application of the USR benchmark standards;
3. Evaluate and critically reflect upon your approach, your learning, your development and your judgement in the conduct of a social responsibility audit.

The narrative should also address your personal learning objectives.

Remember that this is an interim report and you may feel that you cannot yet demonstrate how you are meeting the three main learning outcomes. If so, be clear where that is the case and how you anticipate being able to meet that learning outcome.

You should refer to specific posts in your reflective blog and to other sources such as group presentations, analytical work and reports as appropriate.

Conclusion

[please overtype] Summarise your main points and conclusions from your reflections. Include discussion of your future training and experiential learning needs.

Referencing evidence

[please overtype] Provide direct links to reflections, files and other urls here.

Additional notes

[please overtype] Please use this field to provide any additional guidance to assist with navigating your reflective blog and other assets.

Annex F: the assessor feedback form

Student name:	
Matriculation Number	
Marked by	
Final Mark (%)	

Please provide brief comments on the strengths of the student’s Final Reflective Report and suggest how they could have improved their report.

Learning Outcome 1: Demonstrate critical knowledge and understanding of the principles and practices of social responsibility auditing using case material from the higher education sector and the collection, synthesis, analysis and reporting of evidence of USR performance.

How well does the student demonstrate their knowledge and understanding of the principles and practices of USR? Do they discuss a range of different activities that may be included under the label of USR? Do they discuss the of audit methods used and processes of data analysis?

<i>Complete comments here</i>

Learning Outcome 2: Demonstrate the use of relevant skills and attributes (academic, professional and/or personal) in order to engage effectively and critically with the application of the USR benchmark standards.

Does the student identify and discuss how they developed particular skills and attributes through participation in the project? Do they discuss particular critical incidents in the development of their skills and attributes? Is there evidence that they used a structured approach to reflective learning?

<i>Complete comments here</i>

Learning Outcome 3: Evaluate and critically reflect upon my approach, my learning, my development and my judgement in the conduct of a social responsibility audit.

Does the student identify their personal learning objectives and the extent to which these were

developed through participation in the project? Is there evidence of the student critically evaluating their personal learning and development in the project? Do they address how they might apply what they have learned in the future?

Complete comments here

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