Researching Assessment Feedback Practices

Extract from University of Southampton TEF statement

We established the Researching Assessment Practices (RAP) framework in 2015, with the objective of developing a University-wide integrated and research-informed approach to ensuring that assessment and feedback are used effectively in supporting students' development, progression and attainment. A key dimension of this initiative is a student-staff partnership model, where students are engaged in the design, delivery and evaluation of assessment feedback

Catalyst A Jan 2017 –March 2018

Catalyst B – December 2017/Feb 2018/ - Feb 2019

Notes to collate
Summary of feedback comments
Summary of differential learning outcomes
i-solutions report Adam Warren

Training Jan 2017 – only three disciplines unable to attend. Target through focused sessions with Faculties (e.g History; Music; Chemistry)
Issue embedding entitlement
Recruiting student reps – meeting planned with student reps Su – March 13
Measuring impact – fine-tuning plans.

| HUMS overview | RAP reps have met with James Minney (AD) – co-ordination of overarching needs is in place. Faculty looking at the 3 priorities. Building on DoP reports

Staff and students working on feedback plans tailored to discipline needs. Key overarching areas

Note:
History going through validation

Technology:
some work on use of Grade mark
Consider using panopto to record seminars and office feedback
Marking matrix added to e-assignments
Make better use of Efolio
(ARCH) | 'What is good?':
• Samples of anonymised annotated marked work, reviewed in class with the module tutor, to explore what constitutes 'good' in that discipline with students.
• Discussion of assessment criteria.
• Markers to link their feedback more explicitly to marking criteria.
• Peer assessment (formative and reflective).

Student entitlement:
• Discussion with staff in class on roles and responsibilities of staff and students.
• Use of EAT student and lecturer mapping documents to raise and explore issues of student entitlement together.
• Inclusion of a statement of staff and students' rights and responsibilities in the discipline and/or module handbook(s).

Focused feedback:
• Structured discussions with students on topics within assessment and feedback, including exploring:
  – what constitutes feedback;
  – students' perceptions of how assessment criteria relate to feedback.
  – how to read feedback and how to respond to it;
• Review and possible re-design of feedback sheets.
• Reviewing the impact of written feedback on coversheets in comparison with verbal feedback in one-to-one sessions.
• Peer assessment tasks, with students using discipline and assignment marking criteria.
• Students reviewing feedback received (either verbally or in writing) for an assignment, module, semester, or year, in preparation for a meeting with a PAT and/or module tutor.
• Students to indicate an area they are working on or would like specific feedback on (structuring of argument, for example) when submitting an essay plan or a finished assignment, respectively.

Some longer term plans involving programme-level actions:
• review marking criteria;
• introduction more formative assessment;
• review of types of assessment used;
• project on student perceptions of feedback. |

Humanities FHUMS stats	Sat with assessment and feedback %	Changes in assessment and feedback scores	Catalyst A / B **A (Film – Veronica Spencer; Languages-Mary Page)** **B Faculty History Eleanor Quince** **Languages to confirm**	Faculty Plan	Co-ordination Veronica Spencer	Student rep development	Training 23 March How to use EAT Framework with students
	76	Film – 14%; Modern Languages French – 4%; Music – 18%		**Archaeology:** Clearly establishing student entitlement. Implement focused feedback Use group seminars to cover assessment feedback / planning Survey student opinion Longer term – revisit module outlines to ensure outcomes aligned to assessment criteria	Graeme Earl Dan Brown	Recruiting up to 2 students per module to liaise about feedback	English talking with Joe Franklin, the director of the Writers' Centre, about a series of workshops, on assessment feedback and the feedback loop.
				English Reviewing programme year level assessments Overt discussion of assessment criteria and how to read and respond to feedback in "The act of the essay" module. Group project module - integrate peer engagement opps. **Film Studies** Prompt return of work.		FILM: REPs for year s 1 and 2	

				Discussions with students about their role in assessment feedback. Clarify student entitlement in all module handbooks. Away day for staff on feedback comments/marking criteria. Collation of student perceptions of feedback and further work with students. Students to mark sample essays against marking criteria	Veronica Spencer	recruited – others in progess	
				History Work with students to assess whether new coversheet is working and how can be improved. Explore verbal feedback with students. Longer term – review modes of assessment. Involved in CAT B	Eleanor Quince		Support wanted on the theory underpinning the pedagogy
				International Centre **Languages** **Discuss CAT B**	Mary Page Vanessa Mar-Molinero		
				Music **Met with Andrew Pinnock to discuss RAP (2017)**	Francesco Izzo and Andy Fisher		
				Philosophy Share principles of effective assessment feedback at Board mtg. Produce sample essays with annotations with suppprt from Writing Centre. Review effectiveness/suitability of marking criteria.	Jonathan Way		
Business, Law and Art (FBLA) OVERVIEW	Faculty: Building into Faculty Action Plan. Map to current projects in progress and validation requirements. Drive towards PLO in a measured way. Key priorities:			The first meeting of the Faculty's RAP reps took place on 10 October 2016 and focussed on discussion of appropriate Faculty and School based actions for 2016-17 in light of the initial thoughts submitted by the Faculty to you in May 2016. It was acknowledged at the meeting that RAP activities would be vital in supporting assessment and feedback related priorities, projects and activities that are already in train within the Schools which have arisen from a number of different drivers, for example, as a result of validations, the University's Quality Monitoring and			

	1. To ensure appropriate staff development and training on assessment and feedback. 2. Ensure programmes have a clear programme level assessment strategy and marking criteria. 3. Closing the loop on feedback- Explore with HoS and Senior Tutors the development of contexts in which academics support student reflection on feedback received. 4. Ensure that students are helped to better understand what constitutes good. 5. Ensure improved clarity and consistency of student entitlement and the student role. 6. Provide focussed and accessible feedback			Enhancement process and accreditation requirements to name just a few (e.g. Law and Business). It was also evident that there is considerable good practice already taking place within all of the Faculty's Schools (see WSA example below as an illustration) and consequently dissemination and sharing of good practice will be an important activity to undertake.			
Business, Law and Art (FBLA) stats	Sat with assessment and feedback % 73	Changes in assessment and feedback scores Management -4%	Catalyst A / B **A (Law- Mark Telford; Business – Lisa Harris; Neil Ford; Max Chipolu) B Faculty** Catalyst Business- Neil Ford; Law – Mark Telford Art/ Graphics – Tim Metcalf		Co-ordination Julie Price Cleo Padovani	Student rep development	Training Jan 2017 – Winchester – Assessment Literacy focus. March 17 Highfield: Learning Outcomes/ assessment criteria
Physical Sciences & Engineering FPSE Overview	Overview Adriana W to meet with Paolo Rapisarda, Nick Gibbins, Maurits de Planque, Andrew Akeroyd, and Goran and Nic Green and, as I mentioned, with Nic Green).			Discussions with colleagues in ECS about assessment and one of our most senior academics has just published a letter in the THE magazine (see https://www.timeshighereducation.com/opinion/letters-goldilocks-marking). **ECS:strategy plan as a group** survey on current operational requirements (on the published assessments as we do it in the department)			

				·questionnaire to colleagues on higher-level discussion on appropriate assessment practices · First Friday lunch – seminars on current best practices on assessment and feedback (in May 2nd – gave overview of RAP). Very well attended – lots of v good activities			
Physical Sciences & Engineering FPSE stats	Sat with assessment and feedback % 73	Changes in assessment and feedback scores	Catalyst A **A (Goran Mashanovich)**	Faculty Plan	Co-ordination Adriana Wilde	Student rep development	Training
				Electronics and Computer Science As above	G. Mashanovich		
				ORC As above	Andrew Akeroyd		
				Physics and Astronomy Maintaining position as one of best for scores in assessment and feedback within the discipline. Weekly problem classes marked by PhD students. Integration of discussions into lectures Drop-in sessions Online questions from Pearson Assessor verbal reports on students' lab reports Marksheets follow through comments from previous lab report evaluations.			
Social, Human and Mathematical Sciences FSHMS Overview	Meetings arranged with RAP reps and AD (Jim Anderson) and Vicky Sood. How do we get collaboration across FSHMS? How do we support RAP reps best – how do we work with Programme Leads.			Update Key issue at Faculty level = assessment literacy. Education – key issue is clarifying student entitlement. Meeting of all RAP REPs Sep, Oct 2016			

Social, Human and Mathematical Sciences FSHMS Stats	Sat with assessment and feedback % 72	Changes in assessment and feedback scores Applied Social Sciences – 13%	Catalyst A (Maths Vesna Perisic Psychology- Sharon Pettit)	Faculty Plan	Co-ordination Sharon Pettit Emmanuela Lotti	Student rep development	Training
				Education Meeting with Programme Leads x session for whole of Education with further meetings planned with DoPs. PGCE – discussed on phase tutor meetings Msc- Aim is to ensure consistency across modules. UG – due for revalidation. Leadership team to collate module leaders proposed changes to MLOs; assessment and feedback methods. Work with students to develop clear understanding of what constitutes exceptional; good and acceptable. Consider how assessment item relates to intended learning outcomes and relevant guidance docs. Evidence of engagement with university strategy.	Cristina Azaola Miranda Dodd Cristina Azaola		
				Geography Physical Geography colleagues meeting to address low NSS scores- Clarify areas where students did not understand (threshold concepts) Provide prompt feedback	Andrew Phillips		

				Consistency about what constitutes good feedback. Develop comprehensive plan following consultation with colleagues and students.			
				Maths programme re-validation process just taken place (March 17). There are some major changes, in particular with our first year that could be summarized as: (1) We have changed the way we do the problem all classes what is also reflected in changes of our feedback practice. (I was on the working group) (2) Next year we will introduce an e-assessment component. Currently we are in process of choosing e-assessment system that we are going to implement. (I am exploring coding in one of the systems)	Vesna Perisic Sharon Pettit		
				Psychology Priority is 3rd year UG dissertation feedback. NSS group set up to address feedback. Staff to provide formative feedback on 2000wd lit review and follow up with 1:1 meetings.	Claire Bailey Paul Brigden		Away day meeting – programme leads – Charlie Walker and CE 2016 Away day session CE June 2017 organised by Paul
				Social Sciences **Sociology**	Gloria Langat Emmanuela Lotti		
				Gerontology			

				Economics Use technology for immediate and interactive feedback.Use of Nearpod and tablets for immediate feedback in class. Weekly multiple choice questions for formative feedback. online tests Examples of best answers. Provide clear guidelines for module co-ordinators about marking criteria Programme level assessment longer term view NSS departmental meetings organised More detailed marking criteria for UG dissertations – focused feedback. Ensure sharing of experiences amongst team (see detailed plan) Evaluate most successful approaches for feedback **Politics (PAIR)** Focus is on improving feedback and increasing the visibility of types of feedback provided. Module template to include section on feedback and the student role1 Core module covnvenors working on better alignment between assessment and learning objectives. Students encouraged to seek focused feedback.	Jonathan Havercroft		
Medicine FM Stats	Sat with assessment and feedback % 63	Changes in assessment and feedback scores -7%	Catalyst NONE	Faculty Plan	Co-ordination Martina Johnson	Student rep development	Training

					Jenny Skidmore		
Overview: Assessment strategy group:							
				Undergraduate Clarify purposes of summative assessment with students. Increase amounts of data available to students on their performance. Examiner feedback summaries for students. Record key feedback on panopto. Work on enhancing examiner feedback during the OSCE. Provide feedback training for examiners. Collation of feedback from students – investigate technology possibilities. Explore student understandings and expectations of feedback. Consider staff needs and potential systems to support these.	Bruce McManus Veronica Hollis Judith Holloway		
				Postgraduate Assessment briefing sessions for students plus Q & A sessions. Document sent to markers linking University strategy with RAP – on focused feedback. Ethics submitted to ERGO to support student questionnaire to gauge impact and satisfaction levels of students.			
Natural and Environmental Sciences FNES Overview				Working collaboratively as a team with full support from Chris Jackson (AD). Key focus across faculty = focused feedback Key emphasis on supporting students' academic writing skills with support from Joe Franklin			
Natural and Environmental Sciences FNES Stats	Sat with assessment and feedback % 63	Changes in assessment and feedback scores	Catalyst A (Ocean Sci/Geo) Laura Grange; Ian	Faculty Plan	Co-ordination Laura Grange	Student rep development	Training

		Ocean and Earth Science GYGS – 13%	Harding; Bio – Judith Lock B Faculty Harding, Grange and Lock plus whole school possibilities Geology/ Bio Sc to support				
FNES				Progress			
			Catalyst B Team as in A	Biology Focussing on feedback to 1st year students, using the tutorial system and work for 1st year practicals. Following discussion with HoAU and DoP, I worked with Matthew Bellamy to tweak the 1st year tutorial schedule to allow a focus on feedback in semester 1. We explained this change and the requirements for staff at the drop-in lunch. Emphasis on good academic writing working with colleagues across Faculty.	Judith Lock	4 Rap reps recruited at UG level	Sessions to all 2016.
				Chemistry	Andea Russell		
				Ocean & Ocean Science RAP reps included in OES Ed strategy. Quick wins rolled out to all staff Students working with staff on designing a marking rubric. Producing a writing style guide. Development of a "What makes good academic writing?" marking rubric for use in YR1 Tutorial essay assignments and a proforma designed to encourage good feedback practice – student	Laura Grange and Ian Harding		

			reflection and staff provision of focused feedback. Linked to NSS action plan: All coursework must be accompanied by appropriate feedback. In particular there needs to be more emphasis on how individual students can improve in subsequent assessments. Action: Improve the overall quality of feedback and include the following structure "your mark would have improved by …"				
Engineering and the Environment FEE stats	61	Civil & Environmental Engineering – 26%; Aeronautical and Astronautical Engineering – 4%	Pilot project outside of RAP on programme level assessment version 2 RAP materials provided to Faculty.				
Health Sciences FHS **Stats**	Sat with assessment and feedback % 60	Changes in assessment and feedback scores Health Professions – 4%	Catalyst A Mary Gobbi and Carol Rivas B Faculty Recruiting June 2017	Faculty Plan	Co-ordination Carol Rivas	Student rep development	Training
Health Sciences FHS Overview	Faculty level: Integrated into NSS Rapid improvement plan (objectives 1 – 3) Issue how to utilise RAP reps as a team most effectively Priorities 1. PLO overview - Mapping LOs to PLOs; Check suitability and alignment of assessment tasks. 2. Assessment Literacy 3. Baseline expectations for marking, moderating and feedback						
1. The assessment strategy and individual assessments for the BN Programme are clear to staff and students, educationally sound and efficient (C/F from 2015/16)	a. RAG rate programme learning outcomes (PLO) of BN programme against module LOs to understand the final point at which the PLO is assessed in order to assign importance of achieving individual module learning outcomes. b. Programme module profiles and timetables to be reviewed for content, coherence and repetition c. Assess the suitability of the task set for each assessment for the HE level of the module and the professional development stage of the student. d. Review and constructively align the assessment task within the constraints of NMC restrictions for change.						
2. Students are properly prepared for assessment and fully	a. Provide a 'welcome to/back' session at the start each academic year to include an: ➢ Overview of the assessments for the year and the associated summative assessment timetable.						

understand what is required of them.	> Opportunity to explore the implications of moving up a level of learning e.g. from 4 to 5 > Opportunity for students to plan their learning e.g. using a Gantt chart that includes personal, practice and academic commitments for the year ahead. b. Module leads to: > Provide an assessment timeline with formative and summative assessment milestones for students to monitor their progress. To include the timeframe within which they may submit drafts for feedback (in line FHS feedback on drafts policy). > Build in brief 'check in' sessions within modules to enable students to clarify issues related to the assessment and monitor their own progress in being able to demonstrate achievement of the learning outcomes. > Set up student joint 1st and 2nd year 'focus' groups to explore students' experience of assessment and feedback.
Set and implement principles and standards for marking, feedback and moderating practice that improve quality, and students' experience of assessment and feedback.	a. Assess the suitability of the marking and feedback grids currently in operation for the BN programme. Compare to AHP programmes and new M level marking grids. Adapt grids accordingly. b. Differentiate between marking guidance for markers and that for students. c. Implement clear standards for marking which include: > An opportunity for student to request feedback on a specific aspect of their work. > Good practice with annotations. > Compassionate and constructive feedback > Streamline feedback to include: What was good, what let the student down, how they can improve. Using examples from students work to explain the feedback. d. Module leads to: > Implement face-to-face briefing meeting with markers whenever possible prior to marking. Utilise other methods when face to face not possible. > Offer a 'wash up' drop in session for students who have referred/failed led by the module lead and team shortly after the results are released. e. Introduce academic peer review of academic feedback. f. Identify e-resources available for students regarding common pitfalls in academic writing **g.** Consider opening up e assignment moderator access from the outset of the module? What other changes can be made? **NB Modules prioritised for action should be BN first 2 modules year 1, final module year 2 and first module year 3.**
Isolutions	Think tank Lead Bill Warburton – Met Simon Cox - Requirements – software to allow us to map whole programme and module assessment points for staff and students - Software to be able to give us profiles of student marks at an instant - Technology to support assessment – arrange meeting with Adam and Bill - Follow up with Simon Cox planned
Library	How to use resources possible joint project Leads – Jane Stephenson and Marsha Ostrowski
Student Services	
Employability	Meeting Helen Fuge and Hazel Mccafferty – follow up and agreed working
Student's Union	Meeting with new VP planned and meetings in Sep