

TILT Course Leader's Conference

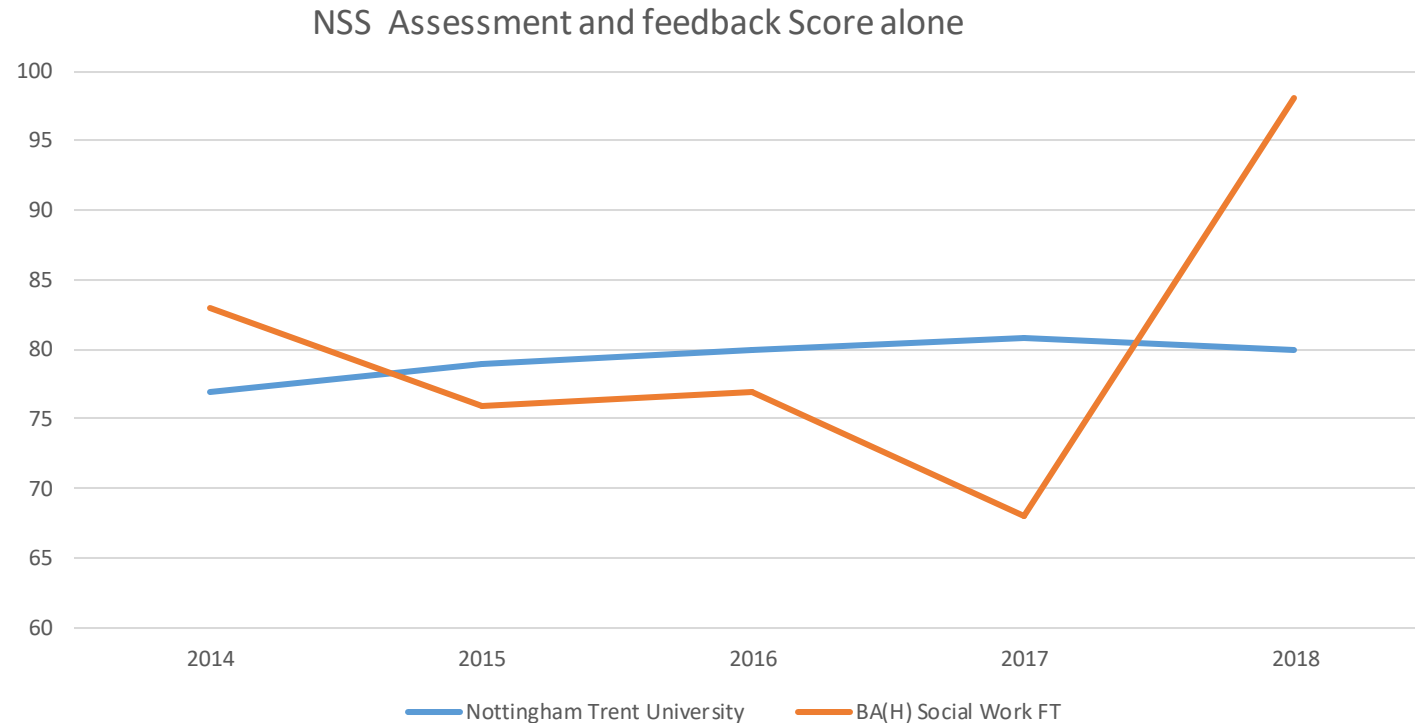


Introduction and Rationale

- We are social work lecturers involved in teaching, assessment and feedback
- As part of our NSS data review, Assessment and Feedback continues to be an area of development for the social work team
- To explore and address Assessment and Feedback issues, the three of us established a working group
- Assessment and Feedback is an aspect of the course experience that is really important to staff and students alike



NSS Data

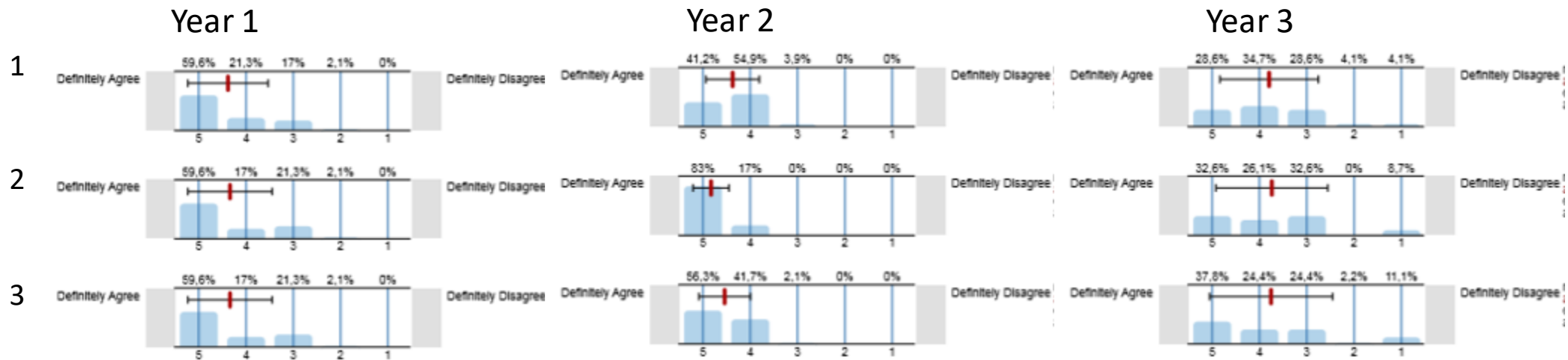


- The 2018 NSS data showed 98% of final year NTU social work students were satisfied or very satisfied with Assessment & Feedback
- Between 2015 and 2017, satisfaction with A&F was considerably lower
- Satisfaction varies across years and between cohorts

Evasys Data



1. The criteria used in marking for this module have been made clear in advance
2. Feedback on my work has been timely
3. I have received helpful comments on my work within this module so far



- As you can see our Year 3 students rated all aspects of A&F as lower than 4 out of 5
- We spoke to each of our student cohorts to understand these differences
- Next we developed a year group specific A&F strategy, starting with our year 3 students
- Today we will talk about the year 3 strategy

Strategies



For feedback consistency:

- Standardised feedback format issued for all assignments

For marking consistency:

- External Examiner Review
- Increased dialogue and communication with students
- Peer Moderation Panel (For a specific assignment (“Practice Analysis” – based on student feedback))

Student and staff perspectives on the issue



Issues around continuity of feedback depending on who was marking the work and the strength of the feedback... especially where tutors were marking



We are from different practice specialisms... marking across different placement contexts. We want to be equitable and as transparent as possible



Feedback Consistency



- A&F group met to discuss consistency across feedback format; examined a selection of feedback forms from previous Practice Analysis assignments
- In terms of **feedback**, we identified the need for:
 - Consistency of format
 - Consistency of quantity
- Prototype format created consisting of:
 - Strengths
 - Areas for development
 - Actions for future work
- To promote **consistency**, guidance was drafted to prompt colleagues about what to include under each heading
- Feedback from colleagues suggested the last 2 headings were repetitive and were later merged into 'Areas and actions for development'.

Peer Moderation Panel



The Assignment

- Four draft assignments (constituting 10%) were taken from the year 3 BA Year cohort
- Assignments were identified beforehand and distributed to colleagues, along with accompanying feedback sheets

The Panel

- Panel 1 took place before the formative assignments feedback was formally published, allowing colleagues to make adjustments in light of session feedback.
- Panel 2 took place before the summative assignment feedback





Staff and Student perspectives on the solution

Trying to arrive at some sort of shared view of what a standard is and looking at equity for issues like dyslexia & ESL



It doesn't matter who marks it you've got your marking criteria and you use that effectively, which is reassuring



Next Steps



- We will continue to run our peer moderation panel due to the confidence it gives staff and students potentially replacing module leader moderation
- Based on what we have learnt from listening to and working with our current third year student cohort, and differences in NSS and Evasys data for each cohort, we have decided to continue implementing a year group specific strategy for each student cohort
- We have visited each undergraduate cohort in turn
- We plan to review Assessment and Feedback data within each Evasys module to identify where improvements can be made