# Half as Much but Twice as Good

LEAF and new directions in assessment and feedback

# LEAF?

"To improve efficiency and effectiveness of assessment and feedback by looking at full programmes and comparing practice across subjects and universities"

**History**

**Biosciences**

**Business Management**

**Engineering**

Focus on **MAPPING** and **FEEDBACK**

# Objectives

- Where are we? (NSS and portfolios)

- Fixing the path (better, faster, easier for all)

- Building a map (keeping it together)

# The Enemy NSS

Q8: "I have received detailed comments on my work."

- Mistakes quantity for quality

- Change is coming:

"...Q8 might not encourage HE institutions to act in ways which enhance students' academic experiences"

"Recommended revised question: 'I have received helpful comments on my work'" (HEFCE 2014 *Review of the National Student Survey*)

# Activity: Reviewing the Portfolio

- Are there any patterns in the feedback?

- How easy is it to look for them?

- How helpful is the feedback for improving?

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# Feedback Portfolios

- Feedback over time (ipsative / longitudinal)
  - Pattern matching
  - Engagement and progression

- Consistent *format*
  - Asked for by students in *every* subject
  - Doesn't mean 'all the same'

"Different staff grade very differently, so for the same assessment students receive quite a range of marks."

"I've had good feedback, but also an essay that just said 'NO!' on the top, and that's it."

"The marking system of this program is pretty different with other programs (such as engineering or politic)."

"Some assessments I have been given a lower mark than expected with no explanation, only the word 'Good' at the top of the page."

"Some members of staff put a lot of effort into giving constructive feedback while others give very little."

"In second year I got my lowest grade so far and received no feedback other than the grade, with no opportunity to go to the marker to ask for more"

# Going Online?

## GPS vs. Rand McNally





the thinking closet

fppt.com

# Reading signs at high speed?



## Students are as busy as you are

Timely feedback

is

*more important*

than

detailed feedback

"We rarely get any feedback."

"Feedback is absent - or too late."

"Need... feedback which is delivered in a timely manner!"

"It's our job to hand it in on time. It's their job to get it back on time. They should do better than us."

Feedback is too late when:  "it is right before/after exams" (x19)

"When there is insufficient time to make necessary changes"

"months after it was handed in"

"months after the submission date"

"when there is no time to study"

# Less feedback

## can be

## more effective

If a student only reads feedback for 30 seconds, what do you want them to take away?

# 'Executive Summary'

## 3-5 **MOST** helpful points

- Actionable        (can be acted on)
- Positive           (can be improved)
- Feed-forward    (can help in future)
- Clear               (no unfamiliar jargon)
- Connected       (to criteria / ILOs)

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Takes in all things the programme hopes to achieve.

→

- Programme ILOs and Aims
- Graduate Attributes
- QAA Benchmarks
- Professional Accreditations
- SCQF Levels

## Module by Module

Are students being helped to these goals?

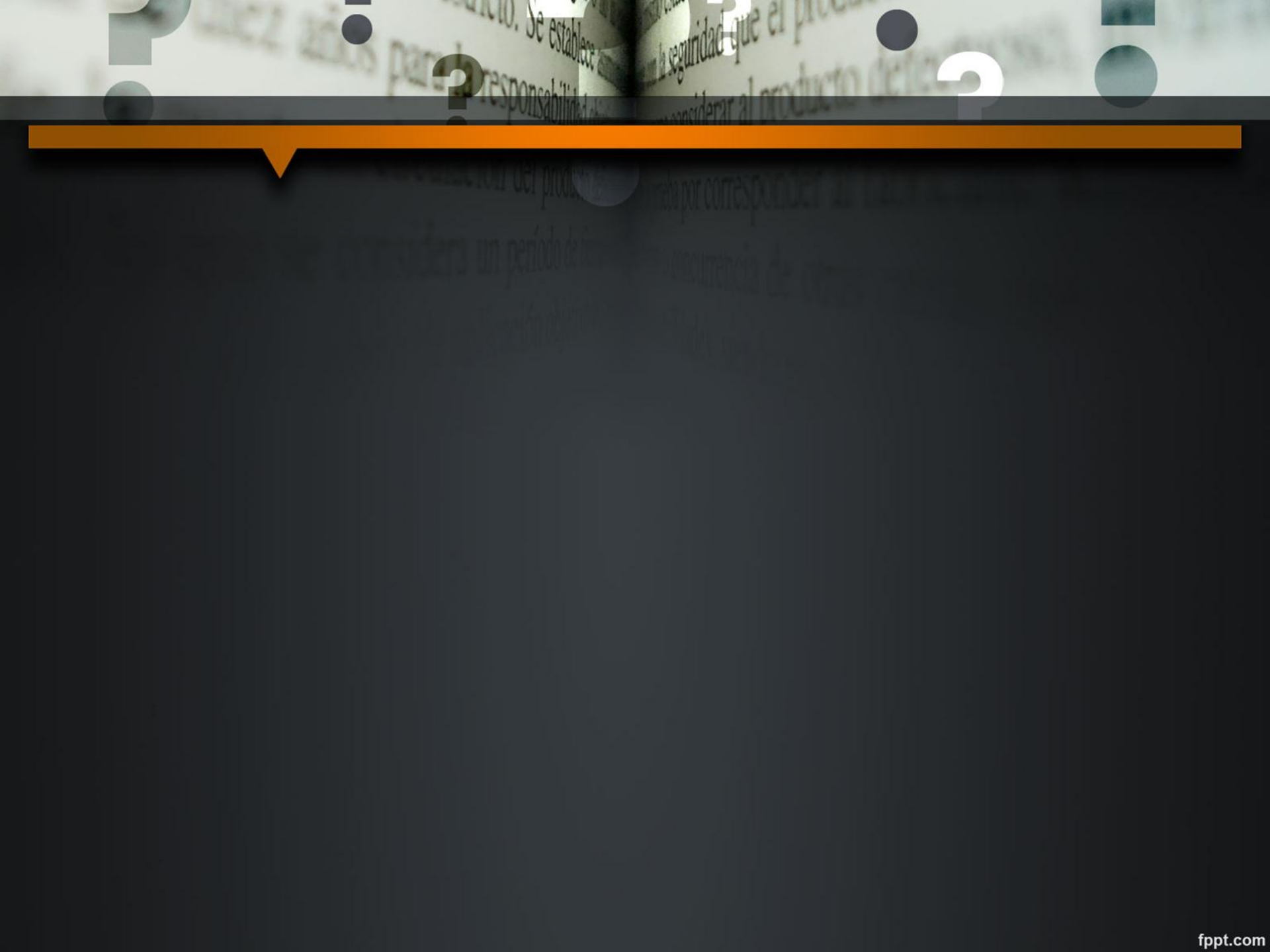## Why?

### A bit up front saves a lot later

Eliminate over-assessment marking load

See how modules relate / where assessment fits

Be ready for PSRs or accreditation

# Activity: Cartography

1. Make a map of the module ILOs and assessments to the programme goals


2. How would you modify the modules to directly support the programme?
   - Without ignoring the module aims
   - Without changing programme goals
   - Also including Graduate Attributes?
   - Could different assessment help with this?