Case Study: Maximising student input on feedback

# Wendy Maltinsky, Programme Director, Psychology and Health, Inverness College UHI

## Introduction

This case study provides an illustration of how the Psychology teaching team in the University enhanced their practice in assessment feedback and feedforward and reviews and demonstrates the potential benefits of ensuring that the student is included in the process to encourage them to consider the actions they must take.

## Background

A workshop session was held in 2014 with externals using the HEA (Higher Education Academy) Self Evaluation templates. The aim of the workshop was to define what the team were striving for in assessment and how they would plan to achieve this. It was recognised that often students appeared to not read, acknowledge or act on the wealth of feedback and feedforward received.

We examined some common experiences and established key philosophies:

It was agreed that:

* assessment at earlier levels would focus on learning how to learn which would progress to learning what to learn increasingly
* student engagement in the feedback/marking process would help to place the responsibility for learning with the student

## Description of key issues

A key driver was to look at maximising student input and reducing the overwhelming demand on staff time at marking points.

## Present the story / facts

The current system involved staff identifying one or two items that the student should seek to address to improve their grades. The team had piloted a check system by which students were asked to tick to indicate that they had read the feedback; that they had collated it to take to their next PAT (Personal Academic Tutor) session and most importantly that they had identified what they would do in order to address the feedback suggestions.

To support this process the team have also introduced as assessment review as the first meeting with the PAT at the start of the academic year (for levels 8, 9, and 10) to which students are asked to bring these assessments.

## Outcome, next steps

Currently the process still relies on the student to take the initiative. To properly close the loop it would be good if there was a way of ensuring that PAT’s get a copy simultaneously as students. A facility by which it would be possible to easily include the PAT in the feedback to the student (perhaps allowing Pat’s access to the relevant grade centres? Or having a system which automatically downloads all of the student’s feedback to the relevant PAT) would render this more possible.

## Further information:

Wendy Maltinsky, Programme Director - Psychology, Health – Inverness College: Wendy.Maltinsky.ic@uhi.ac.uk

Link to HEA Self Evaluation Document; Link to PAT resources.