

Assessment feedback feedforward

In practice

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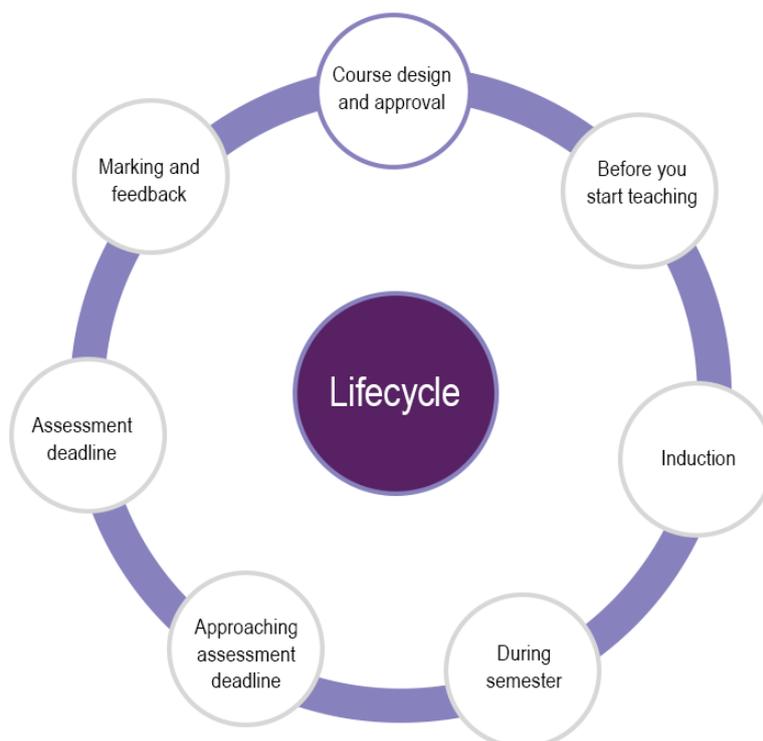
It may be helpful to review your assessment and feedback practice at key stages in a course lifecycle, for example:

- course design and approval;
- before you start teaching;
- induction;
- during the semester;
- approaching assessment deadline;
- assessment deadline;
- marking and feedback.



Lifecycle diagram showing the seven key stages.

Course design and approval



As part of the new course / programme design or as part of the revalidation process you can:

- review the timing of assessments so as not to overload students and staff. For example, you could consider spreading the marking load. With large cohorts this may require reconsideration of assessment timing;
- consider using multiple choice questions (MCQs) in Brightspace for formative assessment;
- discuss and agree the types of assessments to be used, for example formative peer review or group work;
- define coursework assessments and submission dates;
- identify and agree method of digital submission and receipt of coursework;
- design your assignment cover and return sheets.

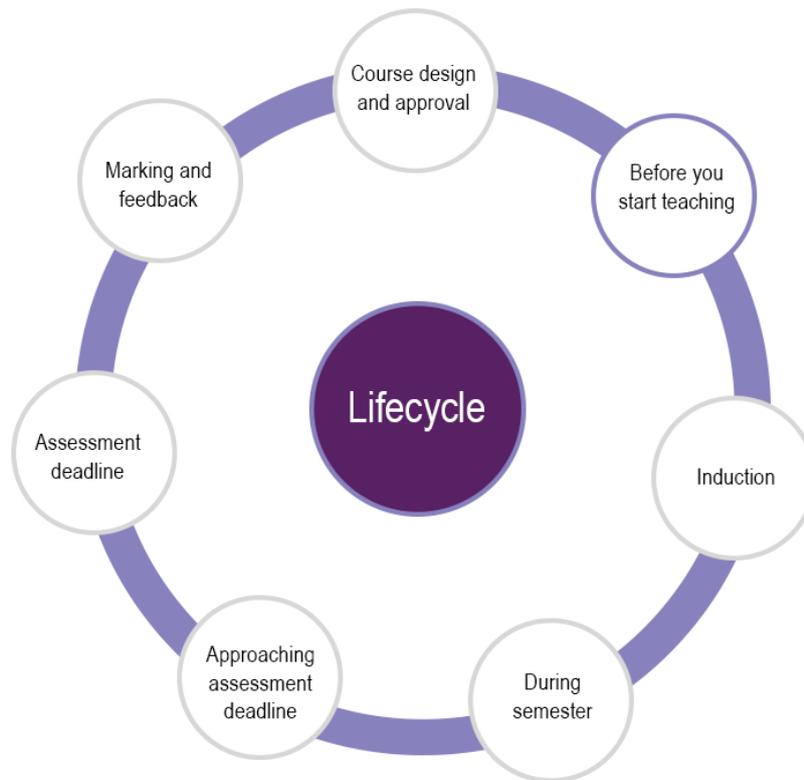
Further reading

The [ASKe Pedagogy Research Centre](#) at Oxford Brookes University provides resources on assessment and feedback.

Read the Oxford Brookes' guide: [Adopting a social constructivist approach to assessment in three easy steps!](#)

Consider peer review – read the Oxford Brookes' guide: [Making peer feedback work in three easy steps!](#)

Before you start teaching



Prior to the start of the semester you need to consider the following:

- assessment information and publication;
- marking criteria;
- submission;
- second marking.

The following pages look more closely at these considerations.

Assessment information and publication

- Write or update your coursework assessment guidelines for completion, submission deadlines and feedback/feedforward return date; these must be made available to students at the outset of the unit/module.
- Publish in the programme handbook, unit/module materials, the VLE and/or workbook (as appropriate):
 - marking criteria
 - assessment format
 - submission requirements
 - submission date and
 - feedback / feedforward return date.

If you use Turnitin, include the following information:

- [UHI's Turnitin FAQs](#)
- [Turnitin training for students](#).
- For all digital assessments identify the most effective UHI core technology for submission and receipt of coursework. Students may only submit digital assessments using their UHI id and password. Technologies that may be used for submission are [Brightspace](#) (a Turnitin assignment may be created in Brightspace), [Mahara](#), [Medial](#), [UHI dropbox](#) and [UHI email](#). Digital assessments may not be submitted via any other technology, this includes cloud apps such as Google, UHI OneDrive, MS OneDrive and Dropbox.com.
- For non-digital assessments identify the means of submission and receipt of coursework.
- Check that students have been given instructions on how to submit an assessment and how they will receive their receipt.
- Include information on what students should do if they have submission problems.
- Check assessment cover and return sheets are up-to-date. The Assessment feedback and feedforward policy was approved by the Academic Council on 27th March 2014. All cover/feedback sheets should comply with the policy. Here's the required full field list (to which you may add additional fields to meet your needs):

- Module title
- Student number
- Question in full
- Date submitted
- A checklist to ensure the student has done all that is required
- Lecturer contact number
- Lecturer email
- Feedback/feedforward return date
- Feedback
- Feedforward
- Marks allocated by first marker
- Marks allocated by second marker
- Agreed mark – to be confirmed by the Exam Board following marker discussion.

Download return sheets

These are UHI's cover sheets to be used for all HE assessments. Everything highlighted in yellow is compulsory, the rest may be used verbatim, edited or deleted. Staff may also add subject specific items.

- [Under graduate cover sheet](#)
- [Postgraduate cover sheet](#)

Marking criteria

- Clarify your understanding and application of the marking criteria – you'll find this in the programme student handbook.
- Clarify and agree the method of marking to ensure consistency of marking and feedback.
- Reflect on previous student feedback and make appropriate changes.
- Select the most effective method to minimise the time you and the teaching team spend on marking, while providing effective feedback to your students.

Submission

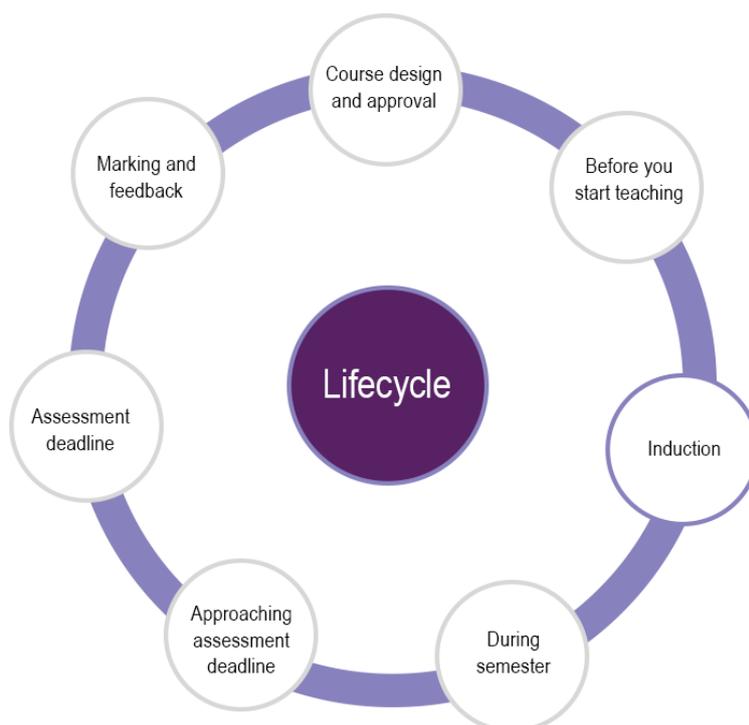
Digital assignments may only be submitted and returned via UHI core technologies such as the VLE (Brightspace). Technologies that may be used for submission are [Brightspace](#) (a Turnitin assignment may be created in Brightspace), [Mahara](#), [Medial](#), [UHI dropbox](#) and [UHI email](#). Digital assessments may not be submitted via any other technology, this includes cloud apps such as Google, UHI OneDrive, MS OneDrive and Dropbox.com.

If you want to use externally hosted technologies for learning and teaching please contact Learning and Teaching (LT@uhi.ac.uk) before doing so to ensure compliance with UHI policy, the DPA and other legal requirements.

Second marking

- Confirm the marking period and arrangements with the second marker.
- Ensure the second marker will be available at the required time:
 - marked assessments should normally be returned within 15 working days - please note this refers to the university working days;
 - wherever possible students should receive feedback/feedforward in good time to inform their subsequent work.
- Confirm the process to ensure consistency will be achieved across markers. For example, some teaching teams double mark a sample of marked assessments for each grade to allow other markers to gain a sense of the levels.
- Agree the process of feedback to markers to support development and consistency, especially when inexperienced staff are marking for the first time.
- All of the above are informed by the Assessment and Feedback policy and guidance.

Induction



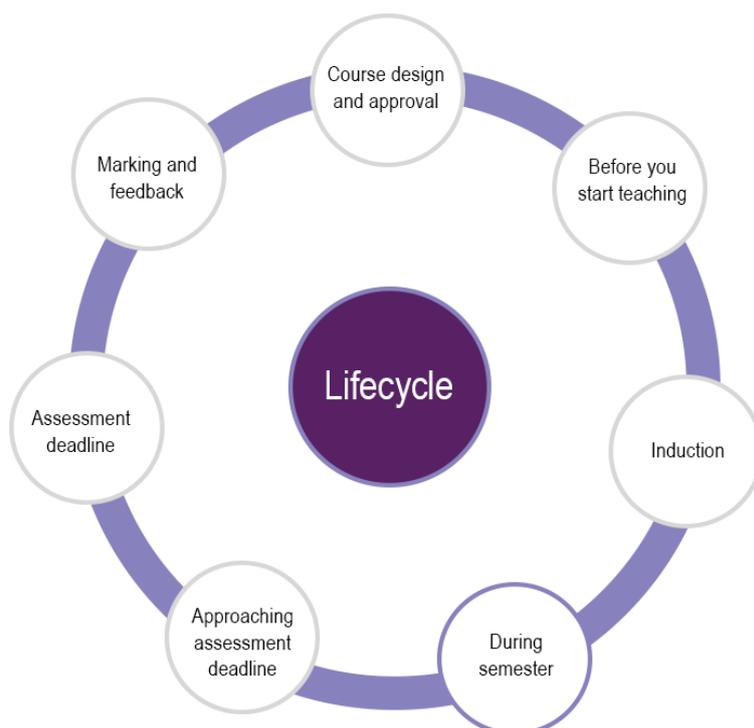
At induction include student awareness-raising on feedback and feedforward. This needs to include (at a minimum):

- a definition of feedback and feedforward;
- how students should use feedback and feedforward to inform and enhance work for subsequent assignments;
- guidelines for good assessment and feedback;
- the formal processes for taking appropriate action regarding queries, complaints or appeals about assessment, such as contacting their tutor or PAT and how to initiate a complaint or appeal;
- the purpose and function of the 'Red Button'.

Essential student skills

A good source of support for your students is the [Essential student skills](#) resource which has a section on assessment and feedback.

During the semester



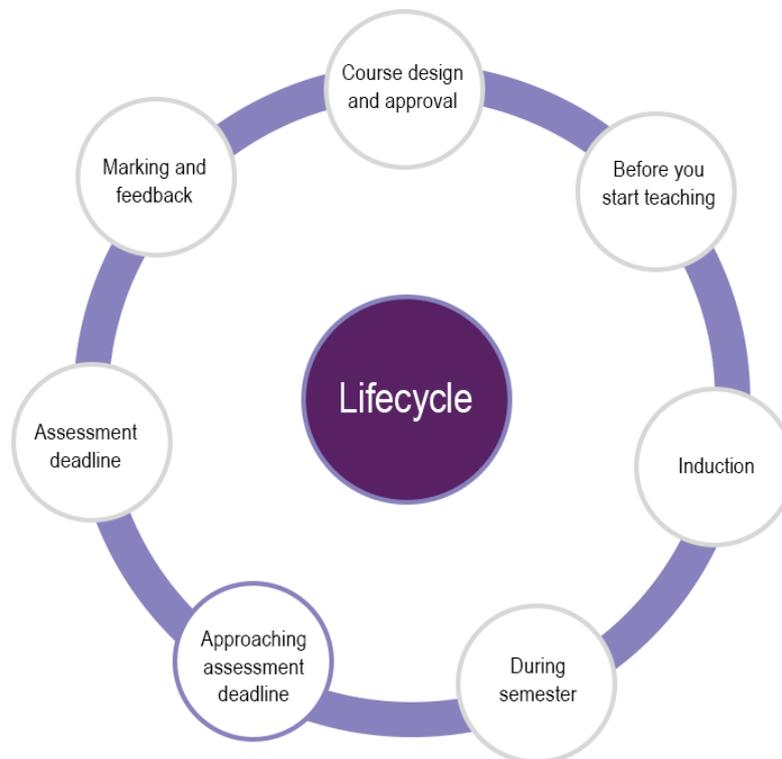
Include opportunities to talk to students about assessment and feedback at induction sessions. You can:

- set time during lectures to give general advice on making the most of feedback;
- remind students of the marking rubric in their Student Handbook;
- provide samples of marked assessments and feedback;
- remind students of the link to the [Essential student skills](#) resource;
- provide opportunities for students to submit assignment plans or outlines well ahead of the assessment deadline.

Oxford Brookes' guides

[Reduce the risk of Plagiarism in just 30 mins!](#)

Approaching assessment deadline



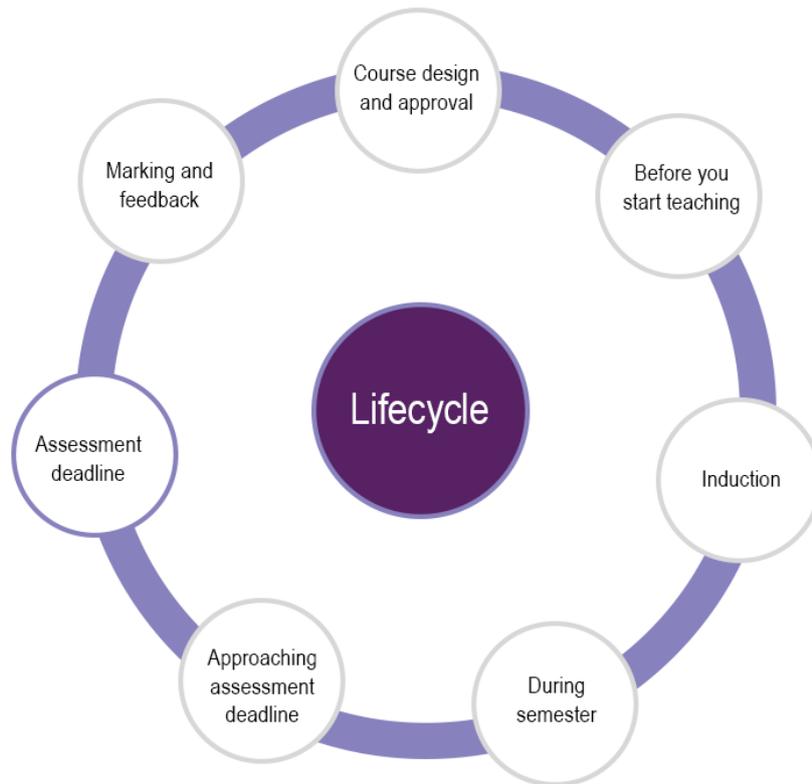
It is a good idea to remind your students about what was covered at induction on assessment, feedback and feedforward as this may not have been uppermost in their minds at the start of their course. A few weeks before the assessment deadline:

- remind students of the link to [Essential student skills](#), particularly the sections on Assessment and Core skills;
- if not already covered, ensure that you set time during lectures to give general advice on making the most of feedback and feed forward;
- provide an opportunity for students to submit assignment plans or outlines well ahead of assessment deadline;
- allow students to submit multiple drafts to Turnitin.

The benefits of using Turnitin

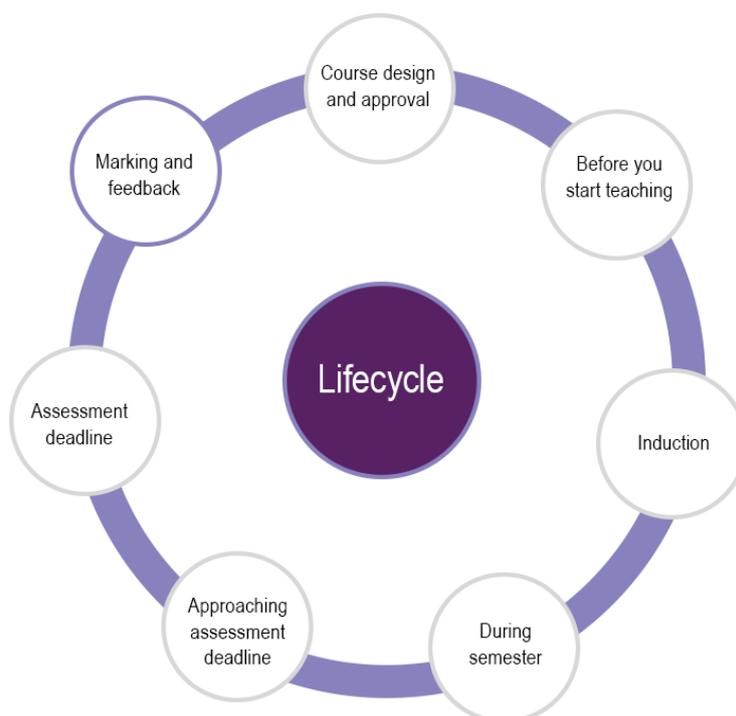
Matt Sillars, Social Science Lecturer at Inverness College, describes the [benefits of using Turnitin](#).

Assessment deadline



As soon as the deadline has passed and if you have the time, you could consider emailing (copied to their PAT) any students who have missed the assessment deadline.

Marking and feedback



You are expected to provide feedback and a provisionally agreed mark (from both first and second marker) within 15 working days following the submission deadline. Here are some suggestions to help you achieve this:

- Follow the agreed marking process to minimise the time you and the team spend on marking and providing feedback.
- To save time, use Turnitin's GradeMark for marking.
 - Liaise with second markers to:
 - remind markers of the marking deadlines;
- check for consistency in marking and any queries.
- Encourage students to review their feedback and feedforward, then consider future improvement.
- Remember, when marking exams, that students may request examination feedback.

Oxford Brookes guide

[How to make your feedback work in three easy steps!](#)

References

Oxford Brookes University (2014) *Adopting a social constructivist approach to assessment in three easy steps!* [online]

<<https://www.brookes.ac.uk/WorkArea/DownloadAsset.aspx?id=2147552649> > [26

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Oxford Brookes University (2014) *Making peer feedback work in three easy steps!* [online] <

<https://www.brookes.ac.uk/WorkArea/DownloadAsset.aspx?id=2147552652>> [26 February

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