Assessment and Feedback Schools Event III
Summary of School Action Plans

The School of Medicine will:
Appoint a senior lecturer in Education, a PhD student and administrator to support the proposed changes for formative feedback. Research the impact of the above, with the overall aim of becoming the top rated School of Medicine for the assessment and feedback section of the National Student Survey.

The School of Law will:
Coordinate and stagger formative/summative assessment deadlines across the year and scrutinise formative assessment to ensure students develop a wide range of skills. Develop a feedback pro-forma to encourage consistency and ensure clear links to summative criteria, whilst also developing online formative self-assessment and providing general feedback on summative exams. Review postgraduate formative/summative assessment practices and use the Learning and Teaching Coordinator to coordinate the sharing of good assessment/feedback practice across the School.

The School of Nursing and Midwifery will:
Establish a work plan, design and support for staff training relating to the School’s migration to Moodle. Module teams will consider how to change summative and formative assessment to make them amenable to electronic management and electronic submission where feasible. The sharing of good practice will be undertaken via all School Education Committees. The College’s 4 week turnaround for the provision of feedback will be fully implemented and there is growing awareness that traditional assessment methods need to change.

The School of Arts and Humanities will:
Increase transparency of assessment criteria for study-abroad students and consider the implementation of a credit system (as opposed to the specific grades system currently operating). Assess whether and how feedback mechanisms and marking criteria for modern languages oral exams can be improved and, on the basis of examples of good practice, recommend (rather than enforcing as recommendations will be managed locally according to disciplinary context) the use of timely formative assessment (worth 15% of overall mark, marked by one tutor for a quick turnaround of feedback prior to final exams). Make use of personal tutors/feedback tutorials where possible to provide end of semester feedback, make anonymous sample essays/dissertations available online and use seminar oral presentations (where appropriate) for the purpose of receiving feedback to support the development of coursework and include a percentage for oral contribution in class. Harmonise regulations according to departmental best practice (particularly for interdisciplinary students).
The Dental Institute will:
Consider establishing and appointing to a new position of Deputy Director of Education (Feedback) into the already existing educational management structure. Continue to use a portfolio of standard set evidence based summative assessment with additional formative assessments to provide additional, timely feedback (at undergraduate level). Develop and implement standardised procedures for all postgraduate courses, both taught and distance and, implement a new clinical reasoning assessment tool into final year undergraduate examinations. Replace summative mid-sessional assessments with formative assessments, align undergraduate with postgraduate policies and practices, improve centrally provided facilities for the support and delivery of computer-based assessments and improve management of student expectations and position in National Student Survey.

The School of Biomedical Sciences will:
Work on two projects focusing on i) the utilisation of marking criteria by students and staff to review what is currently happening and whether criteria can better reflect what staff are looking for in an answer in order to support student learning and facilitate meaningful feedback; and ii) supporting students from assessment methodologies reliant on SAQ/MCQ formats to those reliant on essay-style answers, including strategies aimed at encouraging the transfer of knowledge (and feedback) between modules in an effort to overcome ‘compartmentalisation’ of learning.

The Institute of Psychiatry will:
Map the landscape of the current education provision, particularly with regard to assessment and feedback practices and raising staff awareness of this, by means of a School wide review. This will allow the School to identify good practice and areas for improvement in order to achieve parity in assessment and feedback across programmes.

The School of Natural and Mathematical Sciences will:
Discuss and share best practice across all Departments in the School and explore and implement novel methods of assessment (where appropriate) where the long-term advantages are apparent. Manage student expectations regarding feedback, particularly with regard to the multiple opportunities for informal feedback, which is often not perceived as feedback by students.

The School of Social Science and Public Policy will:
Circulate good practice and problem issues via Department Education Committees and conduct an audit of assessment and feedback practices in DEPS/DECs (via constituent programme teams) to evaluate the strengths/weaknesses and draw up action plans for improvement. Develop and disseminate guidance packages across the School summarising the above work and College level guidance.

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