Rewriting the Rules
HEIR network | September2014

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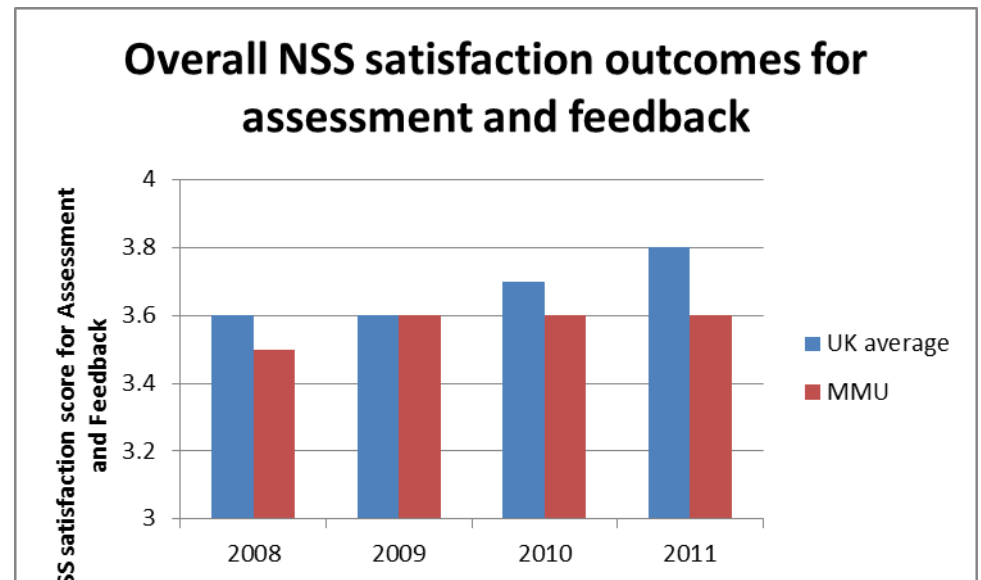
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TRansforming Assessment and Feedback For Institutional Change: TRAFFIC

Aim:

to align assessment and feedback policies, processes and support to institutional goals of enhancing student satisfaction and success.

Context

- 36,000 students - 2700 on Combined Honours
- 600,000 submissions annually
- Big peaks for submission dates – systems issues
- Adrift of sector on NSS
- Just completed huge curriculum change

Overall NSS satisfaction outcomes for assessment and feedback

NSS satisfaction score for Assessment and Feedback

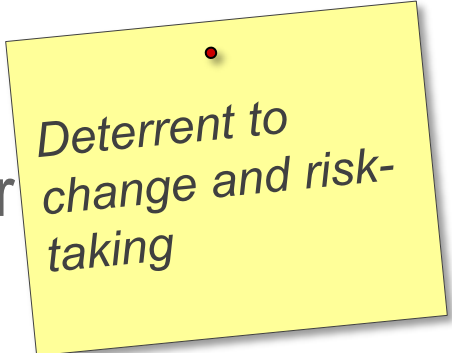| Year	UK average	MMU
2008	3.6	3.5
2009	3.6	3.6
2010	3.7	3.6
2011	3.8	3.6

Baseline report

- Review of documentation (policies, regs, etc)
- Interviews with staff involved with assessment (purposive sampling)
- Interviews with innovators
- Focus groups with student support officers, administrators and technology-enhanced learning officers
- Thorough discussion throughout governance structure

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Understanding how best to make a difference

People frustrated with:

- Overly bureaucratic processes
- Procedures which were not always clear
- Lack of consistency
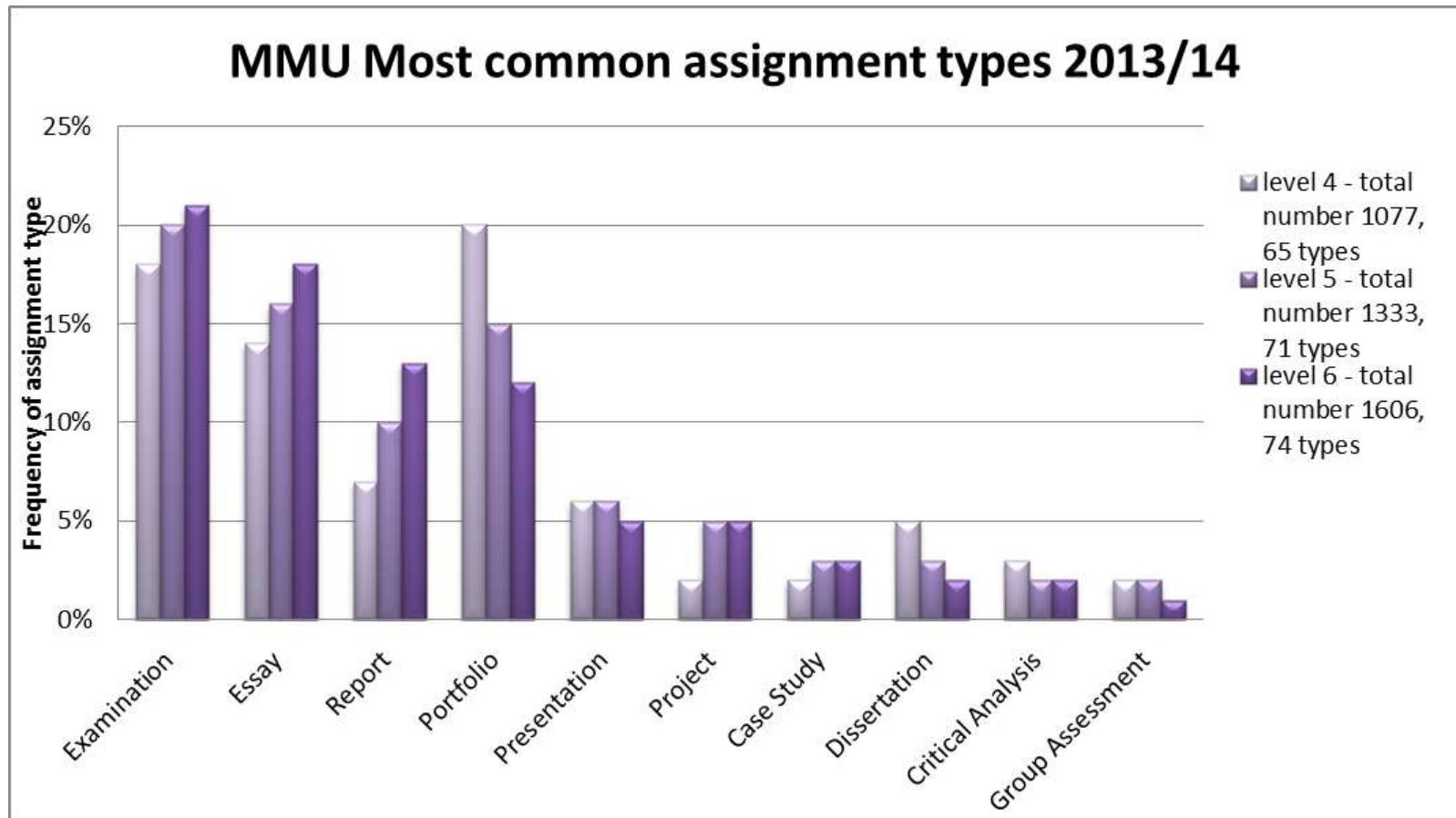- Stand-alone systems for different parts of process
- Myths about assessment

Deterrent to change and risk-taking

Further investigation

1. Collection of data on assignment types and submission dates:

   – myth-busting, guidance for consistency, development of EMA requirements

2. Review of student comments about assessment and working with SU

   – unpicking dissatisfaction issues

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Assignment types

MMU Most common assignment types 2013/14

Legend:
- level 4 - total number 1077, 65 types
- level 5 - total number 1333, 71 types
- level 6 - total number 1606, 74 types

Y-axis: Frequency of assignment type (0% to 25%)

Categories: Examination, Essay, Report, Portfolio, Presentation, Project, Case Study, Dissertation, Critical Analysis, Group Assessment

Blog
Poster
Workbook
Autobiography
Computer Based
Logbook
Override
Portfolio report
Programming Assignment
Programming Exercises
Website
Bibliography
Documentation
Learning Agreement
Oral-practical
Placement assessment
Analysis
Class Activity

CELT
Centre for Excellence in Learning and Teaching

About CELT

CELT staff

Continuing Professional Development

Policies

Resources

Academic/Personal Tutoring

Assessment

Copyright and Intellectual Property

Curriculum

In at the Deep End - help for new HE lecturers

Disabled Student Support

Employability Digest

Feedback

Groupwork

Lectures and Lecturing

Peer Mentoring

Placements in the Curriculum

Plagiarism

Programme Planning or Review

Research and Projects

Site A-Z

Assessment Design: types of assessment task

Assessment tasks should be selected to enable students to demonstrate their achievement of the unit learning outcomes (see the University Assessment Framework). The University does not prescribe what kinds of tasks should be used and you have a very wide choice of possibilities.

In choosing assignment tasks, you will be considering:

- Will it let students demonstrate achievement of the learning outcomes?
- Will you look forward to marking it?
- Will students understand what to do?
- Does it link clearly to what I'm going to teach?
- Will it be straightforward to mark, give feedback and moderate?

The list of possible tasks on this page is intended to give you some support in planning tasks for different purposes, including whether or not the tasks is suitable for groups, the levels at which such as task might be most successful and what to think about in

Task	Levels	Groups?
Article	3-7	yes
Assessment of practice	5-7	no
Autobiography	3-5	no
Bibliography	3-7	yes
Biography	3-5	no
Blog	3-7	yes
Case Study	3-7	yes
Essay	3-7	no
Event	5-7	yes
Exam - seen	3-7	no
Exam - unseen	3-7	no
Exam - open book	4-7	no
Interview	5-7	no
Portfolio - synthesis	3-4	yes
Portfolio - competence	5-6	no
Poster	5-7	yes
Presentation	3-7	yes

Synthesis Portfolio

What is it?

This kind of portfolio is used for building up skills in smaller sections over the period of a unit. It is particularly useful at levels 3 and 4 and for introducing new ... are usually given ... at intervals durin... submitted for for...

Blog

What is it?

A Blog (short for web log) **is a kind of online diary** which generally has the characteristics of being regularly updated and visible to a selected group or to a wider audience. Readers are usually able to comment on the entries. Blogs can be used to provide a descriptive update of an activity (eg a work placement, field trip or experiment) or to explore development of a viewpoint or opinion

Things to think about

Recommended levels: 3-7   Suitable for groups: YES

Things to think about

The summative element of the assessment could rest either in a reflection on the process of writing the blog and responding to reader comments, or in a reflection on the development achieved by the student over the period of keeping the blog. Students could also be asked to make a selection of a certain number of their blog entries for

Students at levels 3 and 4 might be assessed on their ability to sustain the activity over the period required, the writing style and the relevance of the content to the target audience. At levels 5 – 7, you might expect more reflection on the process of recording, interpretation of the student's own observations in the field or in class and less description of activity.

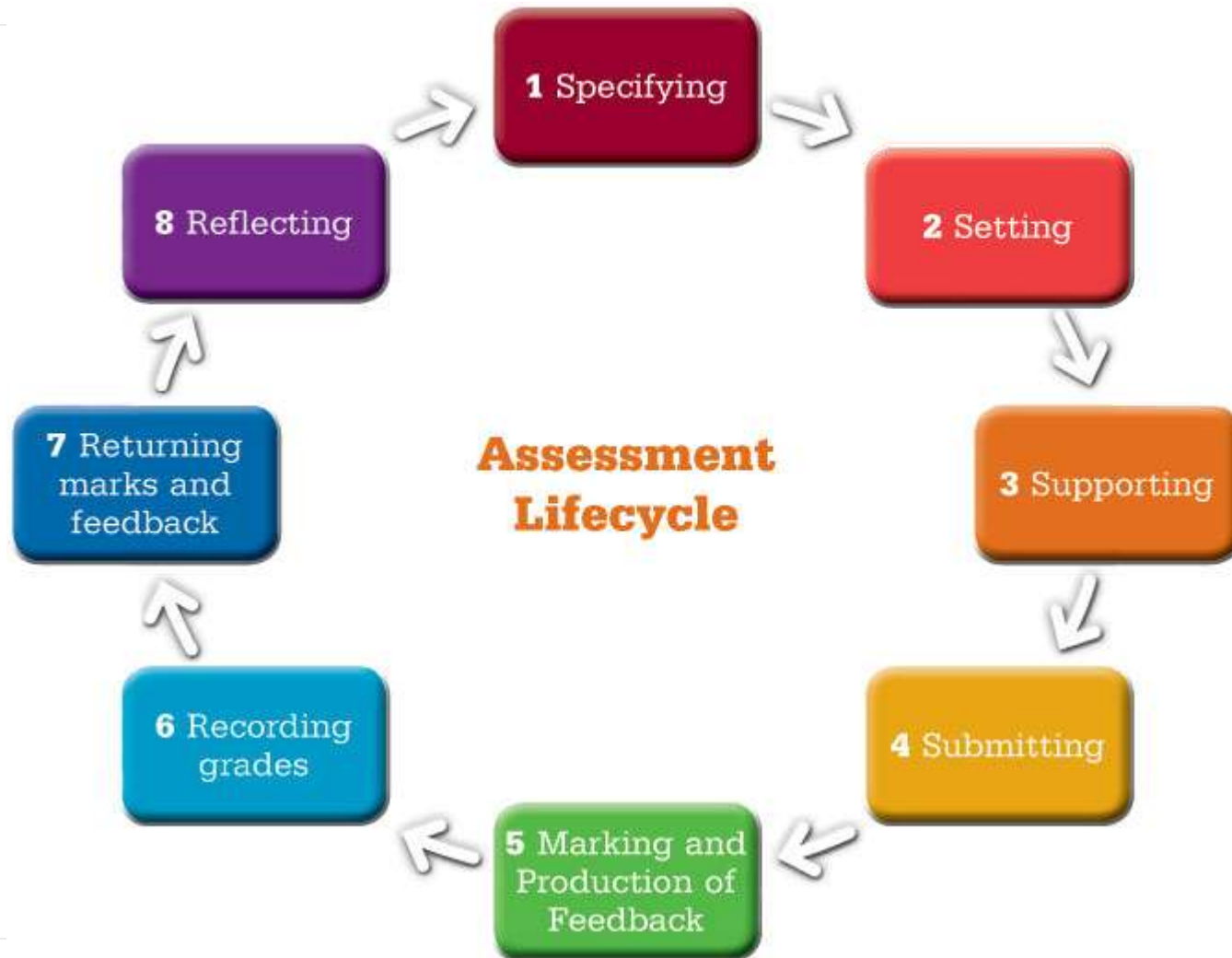## Assignment le

You can specify a mini... entries.

Group work

If used for group work, to give a mark for the assessment could be u...

Internal student survey
2011/12

Removed from this section: comments from the student survey.

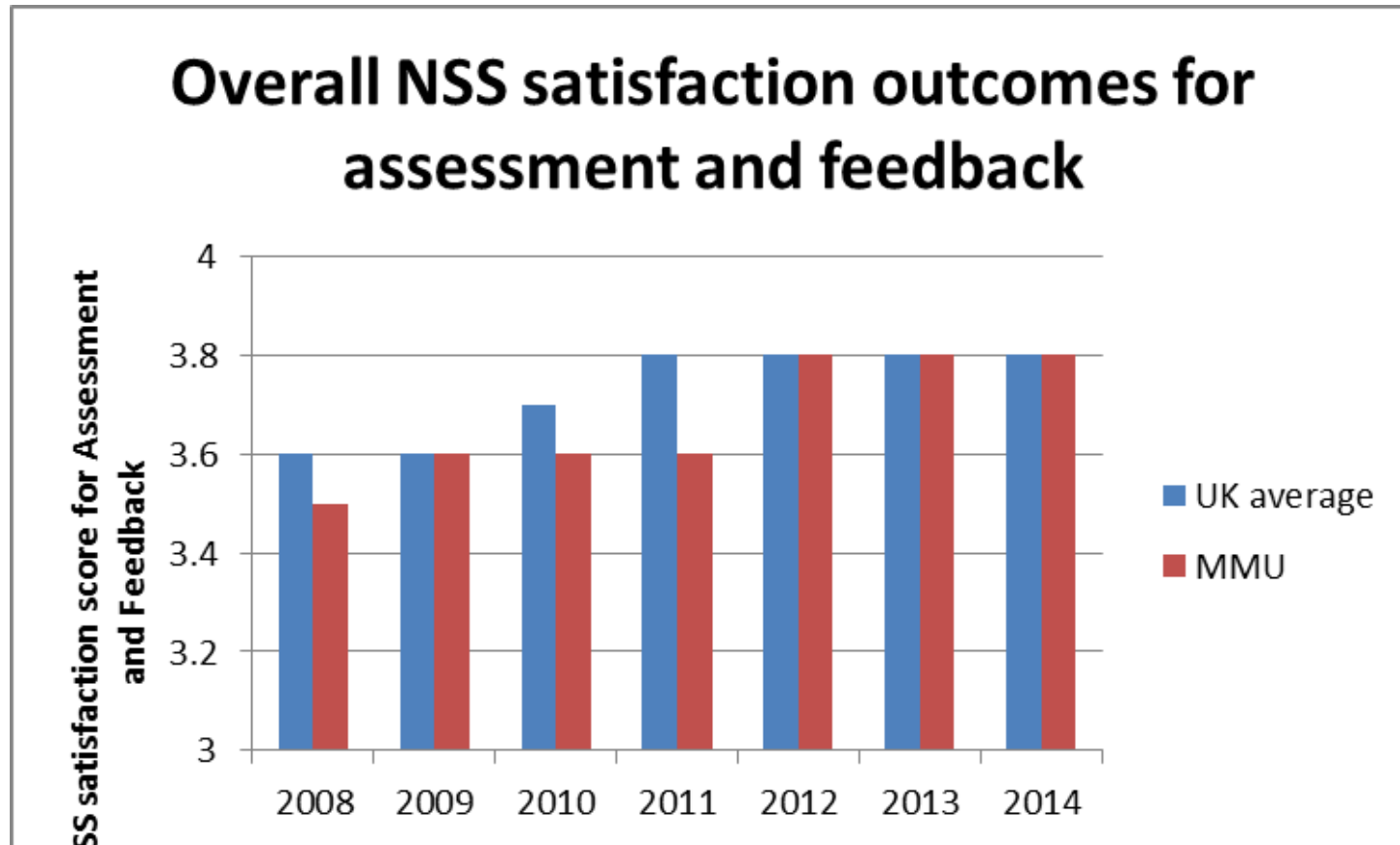The University for World-Class Professionals

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Assessment Lifecycle

1 Specifying
2 Setting
3 Supporting
4 Submitting
5 Marking and Production of Feedback
6 Recording grades
7 Returning marks and feedback
8 Reflecting

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New procedures

- Assignment briefs
- Marking and moderation
- Feedback planning
- Formal annual review of assessment

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New processes

- Institution-wide coursework receipting system

- Focus on Assessment in annual review

- Automation where possible

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Are we in a better place now?

Overall NSS satisfaction outcomes for assessment and feedback

Some key points

- Students' Union involved throughout
- Process approach helped
- Sustained 'marketing campaign'

- New procedures are pedagogically neutral – academic decision-making left to programme teams

Are we in a better place now?

Also reviewing

- Survey comments from students
- Views of staff
- New programme documentation

QAA institutional review next year

Links

New Institutional Code of Practice on Assessment

http://www.mmu.ac.uk/academic/casqe/regulations/icp.php

MMU assessment resources

http://www.celt.mmu.ac.uk/assessment/index.php