**2015/16 Assessment and Feedback Report Action Plan**

Faculty of Science actions in response to the LiverpoolSU 2015/16 Assessment and Feedback Report. Outcomes to be recorded within the review section of the 2016/17 Faculty LTA Plan.

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| **#** | **Recommendation** | **Action** | **Responsibility** |
| 1 | Greater use of effective forms of group feedback being used, such as peer assessment, use of model answers, or engagement with the marking criteria in a small group seminar.  | LTA update to be circulated to staff to draw staff attention to students’ preference for these types of group feedback. | ADE |
| 2 | All summative assessment coming with detailed, personalised, and constructive feedback to enable students to improve their marks for future assignments.  | This should be happening already for all summative assessments that also serve a formative purpose. Students can report feedback arrangements perceived to be ineffectual through existing mechanisms (e.g. Boards of Study, module evaluation). | Programme teams |
| 3 | Face-to-face feedback being offered to all students who request this form of feedback on all summative assessments.  | LTA update to be circulated to staff to reinforce that this is available to students on all summative (and formative) assessments. | ADE |
| 4 | Increased use of formative assessments, such as presentations, that will enable students to reflect on their performance and develop their personal and employability skills.  | This is been addressed through changes in the academic framework that further reduce expectations around summative assessment loading. Whereas a typical degree classification under the 12c system would be determined from 30 summative assessment marks, this is being reduced to 24 under the 10c system. The expectation is that this will provide more opportunities for formative assessments of the type requested. | N/A |
| 5 | Assessment Mapping (as shared as good practice by the Liverpool Screen School and used in other schools such as the School of the Built Environment) be implemented across the institution as soon as practicable.  | PASS project (below) | ADE |
| 6 | A calendar of deadlines to be made available to students prior to module selection, to avoid the potential clustering of assessment deadlines.  | PASS project (below) | ADE |
| 7 | An introduction to University study skills included in the induction period for every student and that sessions on specific types of assessment are offered before each type is attempted by students for the first time.  | Faculty of Science core tutorial scheme already includes a dedicated session on University assessment practices, early on in Semester one. | N/A |
| 8 | Study skills support provided by Student Advice and Wellbeing (SAW) being advertised through students’ lecturers and personal tutors, especially during busy assessment periods.  | LTA update to be circulated to staff to draw attention to where information around Skills Support is located within the website. | ADE |
| 9 | Students being offered sessions with tutors to discuss the marking criteria and ensure they have not misunderstood it –this is especially important on heavily weighted assessments.  | This should be happening already and it may be through ad hoc one-to-one meetings or discussion boards set up by tutors. Students can report feedback arrangements perceived to be ineffectual through existing mechanisms. | Programme teams |
| 10 | Students being offered feedback on drafts in tutorials when requested in order to allow them time to improve before their next deadline. | Guidance is provided to students over when/if drafts can be reviewed. This is to ensure equity in student experience on programmes within available resources. Students can report feedback arrangements perceived to be ineffectual through existing mechanisms. | Programme teams |

Phil Denton, ADE

Approved FEC 11/5/16

**Personalised Assessment Schedules for Science (PASS) Project Proposal**

The President of LiverpoolSU has confirmed that recommendations 5 and 6, above, are included within their ‘Top 5’ priorities for 2016/17. The two proposals will be challenging to address, particularly recommendation 6. Science assessment deadlines are often linked to laboratory class timings which can only be fully resolved once final student numbers are confirmed in September. Students complete online registration (OMR) in April/May.

FEC will be aware that we have a system to collect coursework assessment deadlines from module guides and present them on unified schedules. Programmes may opt in to this service and it has advantages and disadvantages:

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| --- | --- |
| Advantages | Disadvantages |
| * Coursework set and due dates presented on a convenient calendar format.
* Students may customise the schedule so that only assessments relevant to them are shown.
* System can identify issues with set/due dates shown in guides (e.g. incorrect year).
* Provides a convenient summary of all coursework activity for Faculty administrative staff.
 | * System relies on staff saving the most up-to-date version of the module guide on a dedicated file share.
* Data is harvested from Word documents and this requires that staff use a table template correctly.
* Assessment schedules are not in a mobile-compatible format.
* No system is in place to advise students of changes to schedules.
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The schedules have been well received by students. Appendix 1 shows slides from a presentation to Programme Leaders in June 2015.

We could develop this initial work and provide personalised assessment schedules for all Science students, overcoming all the disadvantages noted above. This would only be possible if coursework set/due dates were recorded in a single location that was readily accessible to the scheduling system and academic staff alike. Due to the issues raised above, this should not be the Module Guides.

**Proposal**

From 2016/17, coursework deadlines are recorded only within the online Googlesheets used to record staff workload contributions on modules. These online workbooks are currently composed of three sheets (Sept-Dec, Jan-Apr, May-Aug). We would add a fourth sheet, “Coursework” and it would include the table below for recording all summative and formative assessments.

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| --- | --- | --- | --- | --- |
| **Data confirmed for current academic year?** | **No** |  |  |  |
|  |  |  |  |  |  |  |
| **#** | **Title** | **% Weight** | **Submit via** | **Group** | **Date set** | **Date due** |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
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|  | Examination |  |  |  |  |  |

On a daily basis, data from these sheets would be transferred from the Googlesheet to a read-only webpage, the URL for which would be included within the Module Guide by the Module Leader.

Data would also be automatically collected from the Googlesheets and presented on online (pdf) assessment schedules for individual Science students using module enrolments stored in web hub. Science students would be emailed with a link to their schedule when it was complete (= all modules have confirmed data) and notified by email when any changes had been made to their schedule.

The cultural change associated with the above is significant and we would apply for an in-year Intern student to liaise with individual academic staff to assist in familiarising them with the new data recording procedures. Module where data is not confirmed will be readily identifiable.

Phil Denton, ADE

Approved in principle by FEC for advancement to FMT 11/5/16

**Appendix 1**

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