

SES Programme Action Plan 2014-15

Programme titles	Sports Science and Injury Management, Sports Science and Performance Conditioning and Exercise Practice				
Head of Programme	B.Wilkie	Team	A.Liefeith, A. Buckton, M. Sullivan, G. Jowett, D. Forsdyke, D. Harper, A. Jordan, S. Gilbert	No. of Students	Lv3: 50 Lv2: 61 Lv1: 104

Key Initiatives for 2014-15

- Enhance the consistency of marking strategies across programme
- Employ Technology Enhanced Feedback embedded across all modules
- Increased detail and clarification within the feedback provided
- Decreased marking turn round times
- Clarity of assessment briefs and marking criteria
- Regular module micro evaluations and response
- Dialogue events with students at all levels

Assessment and Feedback Strategy

Assessment and feedback within the SES programmes is closely aligned to the faculty principles of Exceptional Assessment and Feedback with a particular focus upon points B (Formative activities will be central to module design and encourage students to spend time and effort on challenging learning tasks), E (The majority of feedback for students will be on formative activities completed within the module) and F (Feedback to students will be high quality and provided in a timely and professional manner).

Focus within this action plan will be related to standardisation of the quality and innovation of practice across the programme to ensure that students are getting a comparable intra programme experience, particularly where summative assessment is concerned. This is primarily related to the programme adopting both excellent and consistent approaches to feedback based upon assessment type as well as setting realistic but enhanced (in comparison to University guidelines) feedback time frames. These primary goals will be facilitated by the strategic employment of technology to assist in the feedback and assessment process as well as encouraging staff to block marking time out in their diaries early in the academic year and protect that time as other activities attempt to encroach upon it.

Consistent feedback strategies employed:

Written Submissions (Essay, Case study, Laboratory reports)

Feedback:	Electronic written feedback with audio summary, marking rubric and grade	Timeframe:	Within 2 weeks (exception dissertation module)
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Students will submit their work to *Turnitin* through the relevant Moodle VLE site. Work will be marked using *Grademark* enabling written annotation within the text to be included alongside summary audio comments (including Things that you have done well in relation to the learning outcomes and assessment criteria / Things that could be improved and you should respond to in your action plan) rationalising the grade in relation to the marking criteria / rubric.

Challenges: Staff development, headphones and recording facilities, max time limit of 3 minutes of audio.
Actioned: Programme team training completed by ADD TEL team. Programme.

Practical Assessments (Coaching, Anatomy, Massage, corrective exercise gym assessments)			
Feedback:	Video feedback with electronic written feedback, marking rubric and grade	Timeframe:	Within 2 weeks of final practical assessment
<p>1. Audio video feedback with tutor comments embedded into the video of student assessment with marking rubric and grade uploaded to the VLE (Performance Conditioning modules). Or</p> <p>2. Electronic comments and video with marking rubric and grade posted to the VLE (Injury Management / Corrective Exercise modules).</p>			
<p>All modules will also provide instant one to one tutor feedback and commentary on performance immediately post assessment</p> <p>Challenges – Staff development, Technician support, video equipment, IT & internet provision at Haxby Road.</p>			

Presentations and oral examinations (Presentations, seminars, posters, viva)			
Feedback:	Video / audio feedback with electronic written feedback, marking rubric and grade	Timeframe:	Within 2 weeks of final presentation
<p>Electronic comments and video of presentation with marking rubric and grade posted to the VLE</p>			
<p>Challenges – Technician support, video equipment.</p>			

Examinations (written seen / unseen exams)			
Feedback:	Audio feedback with grade. Follow up feedback sessions	Timeframe:	Within 2 weeks
<p>Audio feedback and grade reviewing the exam paper highlighting strengths and weaknesses of the submission on a question by question / section by section basis.</p>			
<p>There is scope for MD to provide individual audio feedback where cohort size & exam nature dictate this would be a more useful pedagogic exercise.</p>			
<p>Opportunity for students to review their exam paper while listening to the audio feedback provided by tutors.</p>			
<p>Challenges – Staff development, headphones and recording facilities / Dictaphones.</p>			

Video / Screencast Submissions			
Feedback:	Audio feedback, marking rubric and grade	Timeframe:	Within 2 weeks
<p>Audio files will be provided that provide the identification of the 'things that you have done well in relation to the learning outcomes and assessment criteria' and 'things that could be improved and you should respond to in your action plan' alongside audio explanation of the marking rubric.</p>			

Formative feedback (All types)			
Feedback:	Variable	Timeframe:	Variable
<p>Formative opportunities are clearly embedded throughout the programme providing students numerous opportunities to develop their skills, knowledge and experience through the module. Often formative feedback will follow a similar structure as the summative assessment strategy with opportunities for tutor discussion, audio feedback, video feedback, peer review and written commentary being provided.</p>			

Additional initiatives to improve assessment and feedback

Screencast assignment briefs

All module directors will develop a screencast assignment brief which provides an outline of the assessment, highlighting expectations in terms of the nature of the assignment. A summary of formative work & assessment will be identified establishing how feedback from these activities will inform the final summative tasks.

Summative guidelines on elements such as length, nature, content of sections of an essay or components of a practical would be emphasised. The marking rubric will be presented with the tutor explaining the different criteria on the grid and providing examples of work / practice which would result in achieving differentiated grades.

Feedback principles and rhetoric

The student assessment and feedback survey (completed by the SU) identified that 32 % of students rated their feedback as not useful at all, 63% suggested their mark was not sufficiently explained and 44% felt feedback did not sufficiently explain areas for improvement. In light of this several principles will be adhered to whereby tutor feedback will:

- a) Clearly explain the employment of the marking rubric in relation to the grade
- b) Provide explanations / examples of how aspects of the assessment could have been improved upon
- c) Ensure positive reinforcement is specific explaining why particular elements were good / effective
- d) Explicitly identify how formative activities and feedback provided links to the summative assessment and wider skills / knowledge development

The employment of audio feedback strategies across most assessment types should facilitate the 'detail' and 'clarification' elements within the domain of assessment and feedback.

Negotiated submission dates for level 3 work

Level 3 modules will provide negotiated submission dates allowing the students to express preferred deadlines from a number of options presented. The dates will have their relative value and challenges explained before the final decision is made based upon majority vote. This allows the level 3 students to take some ownership of their assessment scheduling while also presenting staff to explore the implications of the options with the cohort.

Programme administrator reminders

Programme administrator to email the students prompts as module assessments approach (2 weeks and 1 week prior to submission). These e-mails to contain the following information to minimise the confusion created by 'student rumours' related to the assessment process:

1. Module Code and Assignment Title
2. Deadline date and time
3. Link to Assignment Brief (Screencast)
4. Link to Assignment submission point
5. Attachment of the marking grid for the module with a reminder to include the grid at the end of the assignment
6. Identification of when students can expect feedback

Module tutors to provide programme administrator with the details above at the start of the modules.

Additional initiatives to improve student experience / satisfaction

Micro Dialogue Events

The SES programme is going to host 6 Dialogue Events over the course of academic year 2014-15 (2 with each year). Each of these events will be themed and attended by a panel of academics recruited to reflect current module directors and academic tutors. The events will be facilitated by TEL initiates including Text Wall and Socrative to develop open transparent discussion around contemporary issues being faced by the students on the programmes. The dates and themes of the events have been strategically placed to be sensitive of key points within the student lifecycle aiming to address pressing issues typically present at those points while providing a forum for feedback to be received related to programme level issues that would otherwise be missed.

Level 3 Events:

Sem 1 Wk 3: Expectations and Question Time

Sem 2 Wk 4: Teaching, Assessment and Feedback – programme satisfaction

Level 2 Events:

Sem 1 Wk 7: Assessment and Feedback – learning from level 1

Sem 2 Wk 6: The student journey and experience

Level 1 Events:

Sem 1 Wk 9: Transition and Support. Academic expectations

Sem 2 Wk 8: Progression, classifications and regulations

Dialogue events to have a number of standardised questions in addition to those related to the event themes:

What has helped you learn?

What has hindered your learning?

What changes to the teaching activities and methods used might improve your learning?

Minute Papers (Revised)

Opportunities for feedback to be collected from students within sessions will be presented through the employment of minute papers. This micro review strategy will be employed to address immediate modular level concerns by providing a forum for student to express concerns / dissatisfaction and understanding.

Aligning the minute paper questions to the domains evident in the National Student Survey will provide relevant feedback to the module teaching teams about the student experience on their modules allowing them to respond to the key themes that come out of the feedback.

Week	Domain	Minute paper question
3	Teaching / Organisation	1. Do you clearly understand the requirements & expectations of the module? What do you require further clarification on? 2. Are there any improvements that could be made in how the module is being delivered / organised?
5	Academic Support / Teaching	1. Have tutors made sufficient time available to offer advice & support on the module 2. Identify a particular element of this module you are struggling with?
7	Teaching /	1. What changes to the teaching activities and methods used might improve your

Assessment & feedback	learning? 2. Is the formative assessment & feedback on this module helping your preparation for the assessment?
10 Teaching / Assessment & Feedback	1. Identify something on the module you have found particularly useful in terms of developing your knowledge / practical competency in this module 2. Do you clearly understand the requirements of the assessment? What do you require further clarification on?

The collation of feedback from students will be shared at 'Teaching Team Forums' (See below) and module tutors / directors will have the opportunity to address common themes directly through the VLE in terms of weekly updates or in subsequent taught sessions.

Feedback to students on this process can be performed as Module Directors see fit. It could include for example responding to the common issues in the following weeks lecture, preparing a screencast that responds to the themes within the student feedback or providing alternative literature (word / powerpoint) that covers the elements within the student responses.

Teaching Team Forums (Revised)

One of the Programme meetings will have as a main agenda point 'Mid-module review' where module directors of 'active' modules and academic tutors will be able to discuss key issues to be highlighted through the collection of minute papers. This will allow staff to gauge the general mood and concerns of the cohort / group informally at key points as well as presenting opportunities to quickly respond to local issues that may arise on the modules being delivered at the time.