

Feedback Benchmarking Framework



This framework draws on existing best practice at the University of Sheffield to allow for the recognition of increasingly sophisticated approaches to student feedback. The framework offers a number of benefits:

- Enabling department and faculty teams to categorise their approaches to feedback in a systematic and consistent way;
- Helping department and faculty teams to develop approaches to feedback by providing a clear pathway from baseline to enhanced modes;
- Enabling progress to be monitored over time;
- Providing a structure for reviewing and reflecting on approaches to feedback within faculties, departments and programs;
- Supporting departments in developing effective approaches to feedback during the development of new modules and programs.

Comments and suggestions on the framework are welcome to: o.johnson@sheffield.ac.uk

Further information available at: feedbackportal.shef.ac.uk

Category		Baseline <i>These elements are expected to be provided to reflect existing commitment to TUOS Principles of Feedback</i>	Enhanced <i>As baseline plus:</i>	Enhanced+ <i>As enhanced plus:</i>
Course design	Resources	<ul style="list-style-type: none"> • All students made aware of TUOS Principles of Feedback and Feedback Portal • Feedback section in course handbooks including marking criteria and advice on timing, methods and application 	<ul style="list-style-type: none"> • Feedback section in all module guides including advice on applying feedback within and across modules • Tutors to offer specific guidance on what to expect from feedback as part of module briefings [example 1] 	<ul style="list-style-type: none"> • Additional bespoke feedback resources created by department [example2]
	Training	<ul style="list-style-type: none"> • Students made aware of additional support around feedback and assessment available via 301 	<ul style="list-style-type: none"> • Generic support and guidance on using feedback provided in-curriculum 	<ul style="list-style-type: none"> • Practical experience of using feedback embedded in learning and teaching
	Assessment	<ul style="list-style-type: none"> • Diverse range of feedback types aligned with module learning outcomes • Standardised feedback pro forma (or online equivalent) used for each assessment type • Formative feedback integrated into module assessment (if appropriate) 	<ul style="list-style-type: none"> • Reflection and use of feedback embedded in module assessment (if appropriate) • Widespread use of innovative and dynamic forms of feedback (including audio, video, peer, self-reflection, etc.) [example 3] 	<ul style="list-style-type: none"> • A feedback ‘curriculum’ at program level that recognises progression in the nature and application of feedback, ensuring that feedback is aligned with learning outcomes at each level of study
	Timing	<ul style="list-style-type: none"> • Personal feedback on assessed work delivered within 3 week window 	<ul style="list-style-type: none"> • Published dates for delivery of feedback [example 4] 	<ul style="list-style-type: none"> • Mapping of assessment and feedback to emphasise connections between modules [example 5]
Feedback method	Coursework	<ul style="list-style-type: none"> • Summative personal feedback emphasising generic as well as module-specific learning outcomes 	<ul style="list-style-type: none"> • Widespread adoption of electronic feedback delivered via VLE (if appropriate) [example 6] 	<ul style="list-style-type: none"> • Electronic feedback via VLE provided consistently across modules and levels (if appropriate) [example 7]
	Exams	<ul style="list-style-type: none"> • Personal feedback made accessible to students to view • Generic feedback provided to whole group on exam performance 	<ul style="list-style-type: none"> • Personal feedback available for students to collect 	<ul style="list-style-type: none"> • Personal feedback provided to students online via VLE or by email
	Practical	<ul style="list-style-type: none"> • Face-to-face and/or written personal feedback provided as part of regular student-tutor interactions 	<ul style="list-style-type: none"> • Formal method used for recording and monitoring regular feedback interactions 	<ul style="list-style-type: none"> • Student reflection on feedback included as part of formal recording process
Staff-student interaction	Communication	<ul style="list-style-type: none"> • Module tutors advise students via email when feedback becomes available • Module tutors provide optional or compulsory contact time for discussion of individual or group performance (if appropriate) 	<ul style="list-style-type: none"> • Module tutors provide overview of group performance including generic feedback on strengths and weaknesses (if appropriate) • Module tutors advise students on recording and referring back to their feedback 	<ul style="list-style-type: none"> • Module tutors provide forum for dialogue around feedback via email, online discussion forum or similar (if appropriate)
	PAT	<ul style="list-style-type: none"> • Personal tutorials include formal or informal discussion of progress based on student reflection on feedback 	<ul style="list-style-type: none"> • Personal tutors monitor student progress as part of formal process using Feedback Record or standard pro-forma [example 8] 	<ul style="list-style-type: none"> • Personal tutors monitor student use of feedback using Feedback Record [example 8]
Student role	Student engagement	<ul style="list-style-type: none"> • Student course reps ensure department compliance with TUOS Principles of Feedback 	<ul style="list-style-type: none"> • Student feedback rep(s) act as contact point for all matters relating to feedback 	<ul style="list-style-type: none"> • Student feedback rep(s) and Staff feedback Rep collaborate on development of innovative practice
	Student participation	<ul style="list-style-type: none"> • Student commitment to collecting and reading their feedback • Student commitment to use tutors’ office hours and PAT meetings to discuss issues around feedback 	<ul style="list-style-type: none"> • Feedback Record or equivalent used within modules to file and reflect on feedback [example 8] 	<ul style="list-style-type: none"> • Feedback Record or equivalent used across modules and levels to compile and reflect on feedback [example 8]
Quality Assurance		<ul style="list-style-type: none"> • Review of feedback included as part of external examination process 	<ul style="list-style-type: none"> • Student evaluation of feedback included as part of module evaluation 	<ul style="list-style-type: none"> • Staff moderation of feedback to ensure consistency as part of internal review process

With thanks to UCL E Learning Wiki: <https://wiki.ucl.ac.uk/display/UCL+E+learning+Benchmarking+Framework>

Examples:

1. A feedback pledge is a way to ensure integrity and authenticity in feedback. If assessment and feedback can represent a kind of coded message, then students need to be provided with the correct tools to crack it. The pledge is a way to transform feedback into an open and transparent process of intellectual engagement. It is also something to refer back to when faced with an intimidating pile of student assessments:
<http://f3edbackforus.blogspot.co.uk/2014/09/what-is-feedback-pledge.html>

2. The **School of Architecture** produced a feedback handbook for students and staff, to improve understanding explain the benefits to students. It is available in hard copy or online : <http://feedbackhandbook.wordpress.com/>

The **Department of Sociological Studies** developed a booklet designed to help students understand how feedback works in the department, and how they can make the most of feedback. The guide outlines the University's definition of feedback, the types of feedback students will receive in the department and what students are expected to do with this feedback. It also includes a helpful action plan that students can use to think about the feedback they have received and identify a) what they need to keep doing; and b) what they need to improve in future work.

The **Department of Philosophy** developed a Feedback guide available online or in hard copy to support students in understanding and using their feedback:

https://www.sheffield.ac.uk/polopoly_fs/1.321255!/file/Understanding_Feedback_in_Philosophy.pdf

3. Using the institutional online learning environment, MOLE (and now MOLE2), the **Dental School** has built up significant experience of the different methods of enabling student peer-assessment. Where students submit their work within MOLE2 (which can be anything from a conventional assignment, to a wiki, or video) it is possible to manage, in a mostly automated way, a peer-assessment process where students review the work of other students. Within MOLE2, in Dentistry the process has utilised a combination of the message fora to host the reviewable content, and the submission of review 'forms' electronically to gather and sort the feedback. Another approach is using Turnitin and its PeerMark functionality:

Turnitin provides features which allow for peer-review of assignments. This means that essays submitted by students are distributed amongst others on the course for them to read and comment on. This can provide great learning opportunities for students, as they learn to be constructively critical and understand how to assess against criteria. CiCS have developed resources to support staff in the use of Peermark via Turnitin as part of the assessment process: <http://www.sheffield.ac.uk/cics/turnitin/peer-review>

See the CiCS case studies blog for examples of how Peermark has been used successfully in the **Department of Biblical Studies, Civil and Structural Engineering** and **The Institute for Lifelong Learning** (now DLL):

<http://turnitincasestudiessheffield.blogspot.co.uk/>

4. The **Department of History** have created a set of resources to support feedback including a calendar that indicates key feedback dates. See: https://www.shf.ac.uk/history/current_students/undergraduate/level1/index
5. To address student concerns regarding timeliness of feedback, the **Department of Psychology** developed a document for students detailing the programme of assessment and feedback provided by all modules. The Department also clarified which pieces of feedback were relevant to future assignments: https://www.sheffield.ac.uk/polopoly_fs/1.232932!/file/Programmes_of_assessment_psychology.pdf
6. In 2012 the **Hispanic Studies Department** introduced e-submission, e-marking and e-feedback on two modules on the second year of Spanish. An action research was conducted to identify if the use of the university VLE for formative assessment and feedback is a preferred choice to the students as opposed to the traditional method of paper. It also tried to determine if the use of the technology enhances or hinders the process and if this method of submission could be viable for other courses. See *Diana Mesa Torres Learning and Teaching Conference presentation at:* <http://conferencesheffield.blogspot.co.uk/2013/12/3b-can-use-of-e-submission-e-marking.html>
7. CiCS have developed resources to support staff in adopting e-assessment and e-feedback, an approach that appears to be popular with students and effective for learning. For more information see James Goldingay's TELfest 'Setting up Assessments and Providing Feedback' presentation: <http://www.slideshare.net/telshef/turnitin-setting-up-assignments-and-providing-feedback>
8. The Feedback Record app is a tool to support students in recording, reflecting on and referring back to their feedback. Quick tags can be used to highlight important issues and a feedback glossary can support students in understanding and acting on feedback advice. The record can be exported as a PDF for students to share with module or personal tutors to provide a basis for informed discussion of academic progress. Students and staff can access the Feedback Portal and start their own personal Feedback Records using a computer or mobile device via My Services on MUSE, iSheffield, or via a web browser here: <https://feedbackportal.shf.ac.uk/>