

## Assessment Practice – Good Practice Example

### School of Sport and Exercise Science

#### Personal Tutoring

#### Week 19: Using Feedback Effectively - Student Brief

In order for you to engage in the tasks set out below you are required to bring as many assessment feedback sheets as possible. In completing these tasks you will be better prepared to understand, digest and positively use feedback in the future.

Feedback provided by members of staff is ultimately there to help you reflect and understand how a higher mark could be achieved in future work.

Having accessed the feedback wheel posted on Blackboard, in small groups, consider, discuss and list the different forms of feedback you have received during the first term at the University of Lincoln. Also discuss the merits of each type of feedback (which do you find the most useful).

Feedback Wheel - [https://blackboard.lincoln.ac.uk/bbcswebdav/pid-811231-dt-content-rid-1094415\\_1/users/omonaghan/Sport%20feedback/story.html](https://blackboard.lincoln.ac.uk/bbcswebdav/pid-811231-dt-content-rid-1094415_1/users/omonaghan/Sport%20feedback/story.html)

Your tutor will recap a few points from the feedback wheel.

Using the assessment sample sheet provided, conduct a small group discussion regarding each key section within the feedback form: **a) Key Assessment Features b) General Feedback c) To improve your work... d) Agreed Percentage Mark (Grade) e) Attached grid (Primary qualities and Secondary features)**. What is your understanding of these components and which do you focus on when receiving your feedback?

In small groups discuss what your interpretation is of the feedback points listed below that have been taken from year 1 assignment submissions:

- *Expand the number and improve the quality of references (i.e. peer-reviewed evidence) to support your points and use this wider reading to gather ideas on effective writing styles and results format. Review APA referencing in text and within the reference list – inconsistencies/errors noted throughout.*
- *Review research/journal articles for examples of how to write clearly and concisely (e.g. when explaining methods) using a scientific writing style (e.g. avoiding personal terms, using third*

*person, past tense, avoiding chatty or instruction style, integrating detail e.g. equipment to sentences).*

- *Integrate more theory into examples to make the link between theory and practice more seamless.*
- *Keep your captions concise – informing the reader what the figure is presenting – without starting to get into descriptions of key values and patterns in the data. Check that a caption is always on the same page as its figure, so that the reader can view both simultaneously.*
- *Not using the appropriate terminology also impacted on the clarity of how you articulated your analysis as you began to ramble and repeat yourself. This meant that you exceeded the time allocation and therefore have been penalised. Be careful in planning and think about using key impact bullet point for each of your slides.*

Using your feedback, create a map of the key points highlighted by your tutors and number how many times similar feedback was given. Are there any reoccurring points that could be easily addressed? Referencing, spelling errors, structuring, evidence etc. Start to consider how you are going to go about making these improvements to future submissions.

## Action Planning

Action planning is a process that will help you focus your ideas and help you decide what steps are needed in order for you to achieve your goals. Make sure your goals are SMART and give yourself enough time and resources to reach your targets.

1. Reflect on the academic year so far and make a brief list of both strengths and weaknesses. What has gone well and what areas still need further development? This should be based on both feedback received from assignment work and self-reflection on your current academic journey.

Strengths	Areas for Development

2. Review your list of 'Areas for Development' and provide suggestions as to how these can be developed/improved in the future. What resources might be useful here? Also ask your tutor and peers if they have any suggestions that may help you.

### 3. Action Plan

Construct an action plan that will help you achieve your academic goals/achievements considering both long-term and short-term goals. Consider all the information you have discussed over the past two sessions and ask your tutor for guidance regarding resources that are already available to you as a student.

<b>Long-term Goals</b>		
<b>Short-term goals (Now! This Academic Year)</b>		
<b>What actions do I need to take to achieve this?</b>		
<i>Objectives/Tasks</i>	<i>Resources? Who can help?</i>	<i>Timescale</i>
<u>1.</u>		
<u>2.</u>		
<u>3.</u>		
<u>4.</u>		
<u>5.</u>		
<b>Are there any obstacles that may stop/obstruct you achieving your objectives?</b>		

4. Tutor Group Action - Finally discuss as a group how the personal tutoring system (group and individual tutorials) may help you achieve the objectives/goals set out above.

--