

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 [example 2]
	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>