

Scope

As student numbers continue to grow, many academics **“team-teach”** (or “co-teach”) work in module teams, sharing teaching delivery and assessment, and possibly development of materials.

As teaching teams grow, ensuring that we **maintain consistency** in our teaching and learning practices is critical if we are to support students effectively. However, consistency in **assessment feedback** is especially crucial, because it has implications for:

- Equity of student experience
- Development of student learning
- Use of staff time
- Module evaluations and NSS scores
- Staff confidence and professional development
- Ensuring that the university adheres to professional standards and regulatory bodies (e.g. [Quality Assurance Agency](#); [Advance HE](#)).



What does consistent feedback look like?

In practice, this means ensuring that every member of the team has a **shared interpretation** of how they engage with the principles of good feedback practice. For example, good feedback:

- “1. Helps clarify what good performance is (goals, criteria, expected standards)
 2. Facilitates the development of self-assessment (reflection) in learning
 3. Delivers high quality information to students about their learning
 4. Encourages teacher and peer dialogue around learning
 5. Encourages positive motivational beliefs and self-esteem
 6. Provides opportunities to close the gap between current and desired performance
 7. Provides information to teachers that can be used to help shape the teaching.”
- [Nicol and Mac Farlane-Dick \(2006\)](#)

So how do we make this happen?

For more on how to achieve consistent feedback when team teaching, please see **Parts B and C** of this resource.

Reference

Nicol, D.J. and Macfarlane-Dick, D., 2006. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), pp.199-218.

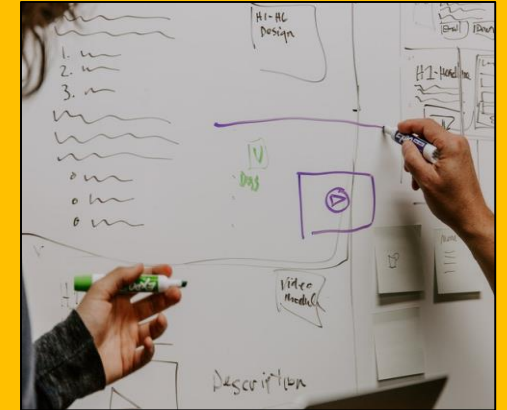
Images: @eddrobertson; @dylangillis: unsplash.com/

Scope

This resource follows on from **Part A**, which outlines the importance of ensuring consistency in feedback in the context of team teaching.

How can we achieve consistency in feedback when team teaching?

- Use a robust [assessment documentation, including briefs, criteria and rubrics](#) and learning outcomes
- **Team discussions** (including new and part-time, and sessional staff):
 - For specific cohort of students, these may include :
 - **Calibration meetings** to discuss the assessment documentation and the standards which need to be met by assessors within the team. These should occur before the assessment is undertaken.
 - **Moderation meetings** to ensure consistency in marking across the team. These should happen before marks are released.
 - For students from various cohorts within the course or module:
 - **Standardisation meetings** to review samples of marked work, considering grade bands and accompanying feedback. These should take place periodically (e.g. each semester).
- Engage in **continuous good practice** (e.g. the team leader may give colleagues feedback on the quality of their feedback).



More on calibration

“‘Calibrated’ academics...are able to **make grading judgements consistent** with those which similarly calibrated colleagues would make, but **without constant engagement in moderation**. The overall aims are to achieve comparability of standards across institutions and stability of standards over time.” ([Sadler 2012](#))

Top tip: Every team will be different, so it’s important to customize these practices for the context that you are working in. See **Part C** for examples.

Reference

Sadler, R. D. 2013. Assuring academic achievement standards: from moderation to calibration. *Assessment in Education: Principles, Policy & Practice*, 20:1, 5-19, DOI: [10.1080/0969594X.2012.714742](https://doi.org/10.1080/0969594X.2012.714742)

Images: @campaign_creators; @kaledico: unsplash.com/

Faculty of Health and Life Sciences

Background

- A module with 300 students
- 3 staff to deliver lectures, plus additional staff for workshops
- Online tests are used for ease and consistency; online questions require more moderation

How we obtain consistency of feedback

- An assessment grid or **rubric** is developed and moderated before the document is published for students to access.
- Work is assessed by the **teaching team**.
- **Internal moderation** of feedback samples for each grade band is carried out.
- If someone is over generous or more severe, then **re-calibration** is carried out by raising or reducing the marks produced by that assessor, by a certain percentage, to reflect the average.
- **New staff members** are inducted in to the team by a discussion and support from the team and its leader.
- Training for new staff is provided by a **feedback/marking mentor** on a 1-2-1 basis. New staff are shown examples of good and average reports, plus fails, for each band. They then mark the scripts and check them with the mentor, who ensures that the marking is aligned with what the team are looking for.

- **Internal moderation** for marking is carried out by the team leader (or someone else designated within the team).
- Following the moderation of marking, **feedback is given to assessors** on the feedback they have provided: the quality and quantity of feedback is given to assessors via email, and they may be asked to elaborate on their rationale for their feedback.



Image: @hush52: unsplash.com/

Faculty of Engineering, Environment and Computing

How we obtain consistency of feedback

- The team have **discussion meetings** before marking starts about how to approach assessment collaboratively.
- **Several people mark** the same piece of coursework and then compare and discuss it with each other.
- When new staff are marking, they work with a **nominated team member**. They both mark the same assignment and then confer.
- The **internal moderator** disseminates feedback to the assessors as part of the moderation process.
- **Automated responses** with moodle are used as well as more detailed feedback.



Faculty of Business and Law

Pre delivery

- **The Team Leader** holds meetings at start of the semester to discuss delivery of pre-designed materials by the co-teaching team.
- The team have access to **materials on Moodle** (lectures and seminars) in advance, so there is a chance to ask any questions.
- Ideally, the **Team Leader creates** all the materials for the whole team.
- The team receive **detailed instructions** of how to deliver content, what message to emphasize, and what to flag up at least a week before the session is due to be delivered.

How we obtain consistency of feedback

- **Meetings** are held before the assessment submission day. The team leader highlights how assessment should be carried out.
- **Standard answers** are available for exam questions.
- The Team Leader looks at the average score the markers have produced and any significant differences.
- If there is a great deal of **difference in grades**, then the Team Leader makes a decision about what to do (e.g. to adjust marker grades by 3%). The moderator would then be informed of this.

Image: @guiccunha:
unsplash.com/