

Partnerships in Learning & Teaching - PLanT Project Application Form 2019 - 2020 11-2019

Lead student contact details

Name: (name removed)
School: Institute of Education
Degree programme: Foundation Degree in Children's Development and Learning –BCA Year 1 Student Representative.
Year group: 1
Email: (details removed)

Lead staff member contact details

Name: Hilary Harris
School: Institute of Education
Email: hilary.a.harris@reading.ac.uk

Project title

Students as partners in co-creating a common marking rubric for undergraduate programmes at the IoE: Promoting assessment literacy

Project team name and details

Project team name: IoE Undergraduate programmes: Staff and students
Other members of the team (including students and/or staff) Include name, year group and degree programme of student partners
<p>The Project team is made up of staff and students from the four undergraduate programmes that are taught at the IoE: - Foundation Degree in Children's Development and Learning (FD CDL), BA in Children's Development and Learning (BA CDL), BA in Education (BA ED) and BA in Education Studies (BA ED STUD). Although these programmes are all taught at the Institute of Education (IoE) they have their own unique character and meet the needs of a range of different students. The FD CDL is a full time 2-year work-based foundation degree which is delivered in 5 local partner colleges and offers experienced practitioners in the children's workforce the opportunity to participate in higher education. The programme director of the FD CDL is the lead member of staff for the project and the lead student studies at BCA where the lead member of staff is Course Manager. The BA CDL is a full time 1-year programme which enables students to 'top up' their foundation degree to a full BA.</p> <p>The BA Education (QTS) is a full time 3-year programme for students who are training to be primary school teachers and involves general and subject specialist routes. The BA Education Studies is a full time 3-year programme for students who want to study education and learning in its broadest sense.</p>

Further details of the participants are given below:

FDCDL students (Level 4)
(names removed)

FDCDL students (Level 5)
(names removed)

BA CDL students (Level 6)
(names removed)

BA Education Studies students

The project was discussed with students at the Autumn Term SSLC meeting. There was a positive response and a number of students are keen to participate. Although, at the time of submitting this application, no details for specific students are available, we would expect at least one student participant.

BA Education students

Students have been invited to attend by email. The Programme Director will forward details of interested students and we expect that at least one student will participate, although at the time of submitting this application, no details for specific students are available.

Foundation Degree staff participants:

Marion Brown – marion.brown@reading.ac.uk – FDCDL Course Manager, BCA

Sharon Falconer – s.falconer@reading.ac.uk – FDCDL Course Manager, BCoT

Sue Greenstreet - s.greenstreet@reading.ac.uk – FDCDL Course Manager Activate Learning (Bracknell and Wokingham College)

University of Reading (UoR) staff participants:

Hilary Harris – hilary.a.harris@reading.ac.uk – Programme Director FD CDL

Maria Danos - m.danos@reading.ac.uk – Programme Director BA CDL

Stephanie Sharp – s.sharp@reading.ac.uk – Programme Director BA Education

Teresa Wilson – t.a.wilson@reading.ac.uk – Programme Director BA Education Studies

Jo Elsey – j.e.elsey@reading.ac.uk – Head of Early Years

Kamilah Jooahanah k.jooganah@reading.ac.uk – Centre for Quality Support and Development Academic Developer (Assessment and Feedback)

Project summary (up to 100 words)

The project will involve a team of staff and students, representing all of the undergraduate programmes taught at the IoE, who will work collaboratively to create a shared marking rubric. It builds on the IoE's T&L assessment literacy group which worked collaboratively with 300+ students and 7 academics to produce a glossary of assessment terms and a review of assessment

criteria in marking rubrics used across a range of undergraduate and post graduate programmes. Focussing on working with staff and students from undergraduate programmes will continue the impact of this project and support students' continuing development of their assessment literacy.

Project objectives, anticipated outcomes and outputs/deliverables (bullet points)

Please note the anticipated benefits for students, staff, department/school, institution etc.

Objectives

- To develop staff and students' assessment literacy in terms of understanding the role of marking rubrics in the assessment process
- To increase student engagement in their programmes and include them in the wider academic life of the University as part of a community of learners
- To support and develop students' self-efficacy when evaluating marking rubrics in partnership with academic staff
- To support career development opportunities for staff (e.g. evidence for EDMAP 3 case study) and students (e.g. evidence of CPD for future applications and interviews)
- To build closer professional working links between students and staff working on different programmes in the IoE, both on and off-campus and foster a sense of belonging
- To develop a consistent approach to assessment across undergraduate programmes at the IoE

Outcomes

- A common marking rubric will be produced which will be shared with the UG programme teams across the IoE and piloted in the 2020-21 academic year
- Staff and students will have the opportunity to reflect on the assessment process used in the UG programmes
- Students will be engaged in a process of change which will improve their feelings of being partners in their learning and in this case specifically the assessment process on their programme
- Students will have an increased sense of ownership of the marking rubric and a sense of belonging to the IoE and the University of Reading

Outputs

- A common marking rubric for UG programmes which will be:
 1. Developed collaboratively by staff and students
 2. Underpinned by a critical evaluation of the purpose and structure of assessment rubrics
 3. Student friendly

Project description (up to 500 words in total)

Describe the proposed project including each of the following:

How will students work as partners with staff in the design and delivery of the project?

Students have been invited to participate at an early stage so that they can contribute to planning the detail of the project. We aim to apply for ethical permission soon after the PLaNT funding is confirmed. In order to meet the objectives of the project there will be four partnership workshops.

The first workshop will involve discussing the key features of marking rubrics and exploring literature such as Bearman and Ajjawi's 2019 article which argues that rubrics can become a point of 'enactment' where students engage with assessment materials to co-produce an assignment. This will stimulate discussions about the role of marking rubrics within the assessment process and create a shared vision for the project.

The second workshop will involve using the University of Reading Guidance on how to design and use rubrics retrieved from: <file:///E:/UoR/18-19/EMAP%203%20-%20rubric%20design/UoR%20Rubrics%20guide%2018.pdf> and the University of Reading rubric review tool retrieved from: <file:///E:/UoR/18-19/EMAP%203%20-%20rubric%20design/Rubric-review-tool-v-0.1-1.pdf> to evaluate marking rubrics currently used on the programmes and compare them with each other and with alternative marking rubrics from other programmes and institutions. This will encourage the team to identify the key features that the participants would like to be included in the shared marking rubric.

The third workshop will draw together the discussions and identified preferred features to create a proposed marking rubric. Students and staff will go back to their programmes to collect feedback on the proposed rubric. This will ensure that we capture a diverse range of views and ideas from the wider staff and student body.

The fourth and final workshop will draw together the feedback comments, finalise the marking rubric and allow time and space to share reflections on the experience of participating in the project.

Students will be asked to complete a short survey at the beginning and end of the project, aiming to identify students' perspectives/attitudes to student engagement in assessment design before and after taking part in the PLaNT project.

What does success look like and what are the anticipated impacts of the project?

Producing a common assessment rubric that is agreed by staff and students on the UG programmes at the IoE will be a clear measure of success. The principle of producing a shared marking rubric has been agreed at the UG BoS and it has the full support of the Head of School and School Director of Teaching and Learning.

The anticipated impact will be that the new rubric will be used from 2020-21 on all of the UG programmes and students will have more consistency of assessment and feedback across their programmes.

When do you anticipate that you will be able to demonstrate this impact?

The marking rubric would be produced by the end of June 2020 and report of the project will be completed by the end of July 2020. The rubric will be ready to be piloted at the beginning of the 2020 academic year and then if necessary revised following feedback from students and staff through SSLC meetings.

How will the project outcomes be disseminated? How will students be involved?

Students will involve the wider student body on their programmes throughout the project by seeking feedback at set stages through using Padlet and at SSLC meetings. They will also share the assessment rubric with the student body for final feedback. Programme Directors will share the rubric with their staff teams. It will be shared with the T&L assessment literacy group and will be disseminated to the IoE at a Teaching and Learning staff day.

The project will be disseminated more widely to colleagues at the University as a case study on the Teaching and Learning (T&L) exchange and as a blog entry. We also intend to disseminate the project beyond the University by presenting at a conference, i.e. the Assessment in Higher Education (AHE) International Conference 2020 (2nd July, 2020, Manchester) <https://store.cumbria.ac.uk/product-catalogue/general/conferences-events/assessment-in-higher-education-ah-e-international-conference-2020> or a similar conference.

How does the project support your School/Department's Teaching and Learning Plan and the University's [Teaching and Learning Strategy](#)?

The lead staff member for this project is also a member of the IoE's T &L assessment literacy group. The PLaNT project builds on the group's aims, particularly in terms of working collaboratively with students and developing their assessment literacy, but focussing specifically on undergraduate programmes. The IoE has identified feedback as a priority for development for

this year and the project aligns with this and has the full support of the IoE's School Director of Teaching and Learning and the Head of School.

The project supports both of the university's key strategic priorities: to deliver academic excellence through increasing student engagement with their study and developing robust assessment practices; and to offer an outstanding student learning experience by supporting our diverse student body and equipping them with confidence and skills. By engaging with a wider student and staff body on an aspect of their academic studies which has a real impact on their achievement, the students will grow in confidence and develop their assessment skills.

Briefly outline plans for project-related activities to continue beyond this PLaNT project and/or for project outcomes to be realised in a sustainable way:

This PLaNT project can be disseminated across the University and used as a model for further development of assessment rubrics in other Schools. It could usefully be shared with colleagues in the UG CoP, and through a T+L case study and/or blog post.

The T &L group project is currently being promoted across the University and through CQSD and this project will add to the IoE's contribution to supporting colleagues with developing assessment and feedback tools in collaboration with students.

Project start date: 13/1/20

Project end date: 29/6/20

Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity. (Note: All claims and/or expenses need to be arranged before 30 th June 2020)
Four partnership workshops for which beverages and snacks will be provided	<p>First workshop - 14/1/20 tbc</p> <p>Second workshop – 19/2/20 tbc</p> <p>Third workshop – 30/3/20 tbc</p> <p>Fourth workshop – 12/6/20 tbc</p>	<p>£2.50/ person for approximately 20 team members attending each meeting = £50</p> <p>£50 x 4 meetings = £200</p>
Online Padlet for engaging the wider student population. Padlet is free to set up and use.	Online padlet will take place after the last meeting in March.	£0
<p>Amazon vouchers for all participating students as a token for travel expenses.</p> <p>Because students will be commuting from different locations,(from Basingstoke Bracknell, Maidenhead as well as Reading) an Amazon</p>	To be distributed at the last workshop meeting (March)	£10 x 11 students = £110

voucher of £10 is costed instead of individual travel expenses to avoid complications		
Conference registration for the lead student to attend. The lead member of staff will seek alternative funding routes to cover this expense. Other students will be involved in institutional dissemination	Conference registration for one student	£250.00

Total funding applied for £560

Signature of lead student	Signature of lead staff member
(signature removed)	
Date 17.11.19	Date 17.11.19

Please submit your completed form to Martin Wise, CQSD: m.wise@reading.ac.uk