

INCLUSIVITY AND ACCESSIBILITY IN FEEDBACK AND ASSESSMENT

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‘Feedback is one of the most powerful influences on students’ learning’

(Winstone & Nash, 2019).

Aims

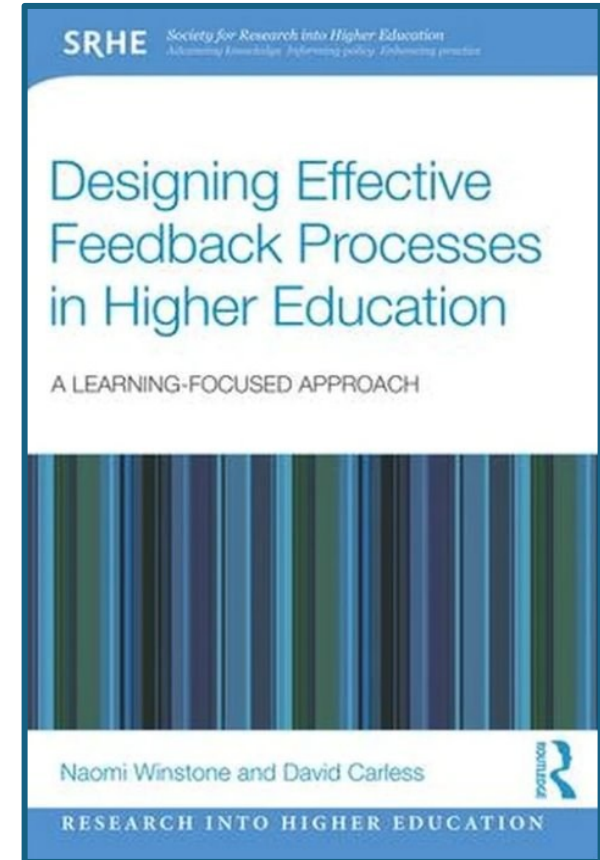
- To ascertain student understanding of the role of feedback
- To maximise student engagement with feedback
- To ensure staff familiarity with inclusive feedback design
- To potentially change current practices by adapting and standardising rubrics, feedback and assessment criteria considering the above.

3 strands of activity...

Masterclass
for Staff

Student
Voice

Workshop
for staff



Masterclass for Staff

Professor Naomi Winstone – Surrey University

PRACTICE POINTS



Feedback is a process where the actions of both educators and learners are essential for its impact.



We have a responsibility to support students in developing the skills they need to make effective use of feedback



We can promote the use of feedback by building engagement with feedback into the assessment process



2. Student Voice

Welsh Student Voice Project



- Focus group design is informed by Winstone's work on student engagement with feedback and the concept of recipience which emphasises students' cognitive, emotional and behavioural responses to feedback over time.
- Drawing on learning-based models of feedback (Winstone & Carless, 2019) the discussions will look to capture how students interpret, feel about, and act upon assessment feedback.
- Framed as staff-student partnership research, the focus groups align with Winstone's argument that productive feedback depends on shared responsibility, relational sensitivity and curriculum designs that enable feedback uptake, rather than information provision alone.



Staff–Student Partnership Focus Groups: Moderator Guide

1. Warm-up: shared starting points (5 minutes)

- When you think about assessment feedback during your degree, what words or phrases come to mind?

2. Experiences of feedback across the degree (10 minutes)

- How would you describe the feedback you've experienced across your degree?
- Have you noticed changes as you progressed?

3. Engagement with feedback (10 minutes)

- What tends to happen once you receive feedback?
- What makes feedback easier or harder to use?

4. Attitudes, emotions, and inclusivity (10 minutes)

- How does feedback usually make you feel?
- Does feedback feel inclusive and relevant to you?

5. Reflection and co-development (5 minutes)

- What feedback has supported your learning most?
- If staff and students redesigned feedback together, what would you prioritise?

Student Feedback

- Across the focus groups, students do not reject assessment feedback; many regard it as potentially one of the most useful aspects of assessment. The central issue is the unevenness of its usefulness. **Students repeatedly distinguish between feedback that tells them what happened in a completed assessment and feedback that genuinely enables them to improve.**
- Actionability matters more than quantity.
- Consistency is a significant concern.
- Specificity and structure facilitate engagement.
- Feedback works best as a process rather than an endpoint.
- Transferability is problematic.
- Marks strongly shape engagement.
- Feedback has an emotional dimension.
- Constructive doesn't mean sugar-coated.
- Format matters, but there is no universal preference.
- Cognitive accessibility.
- Practical assessment may provide a model of effective feedback.
- High level of appreciation for Welsh language feedback.
- The overall finding is that students do not want more feedback. They want feedback that is clearer, more actionable, more consistent and between integrated into the learning process.

Workshop focused on recommendations:

1. Adopt three common feedback questions
2. Make transferability explicit
3. Develop feedback literacy across the degree
4. Learn from practical modules
5. Increase formative opportunities strategically
6. Address consistency
7. Make feedback conversations easier to initiate
8. Review assessment design separately

