

Reflection to Readiness

MBio Skills , Expectations and Performance Project

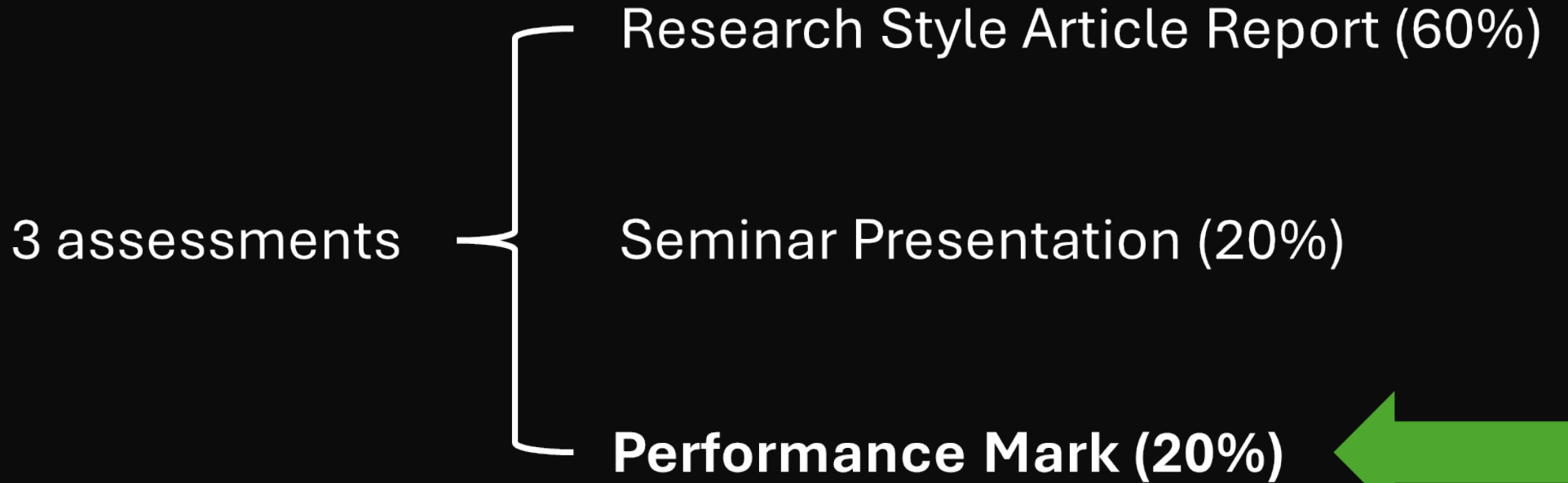
**UNIVERSITY
OF WARWICK**

School of Life Sciences



MBio Research Module – 90 credits

- Full year research project



Project Team



Sam



Chris



Bruno

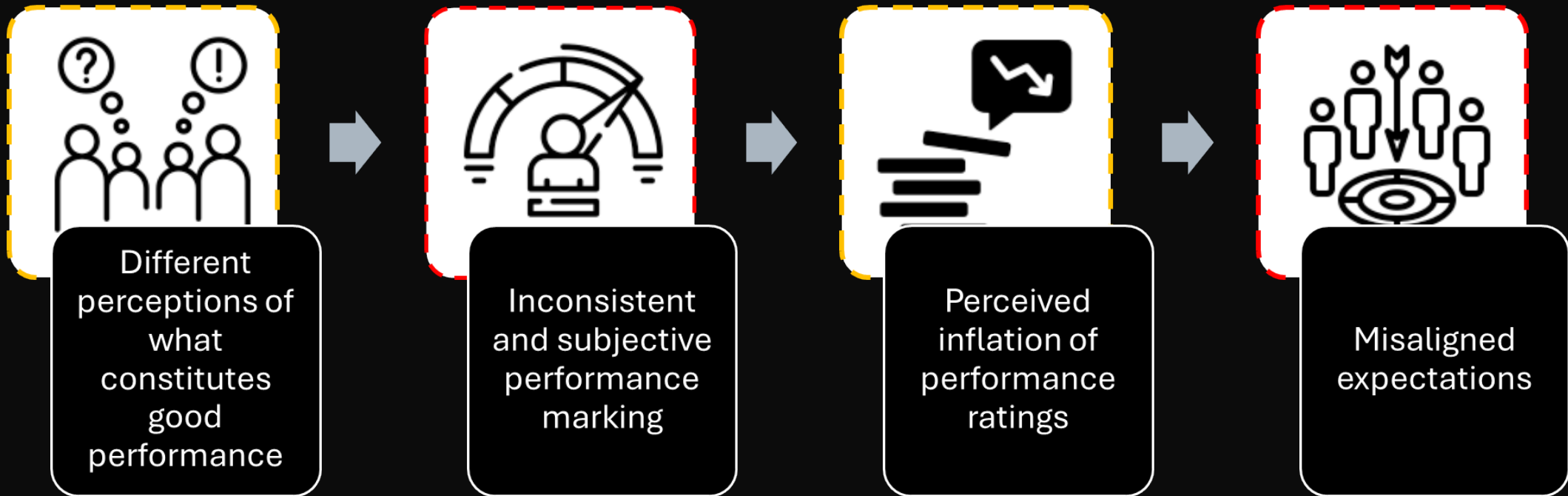


George

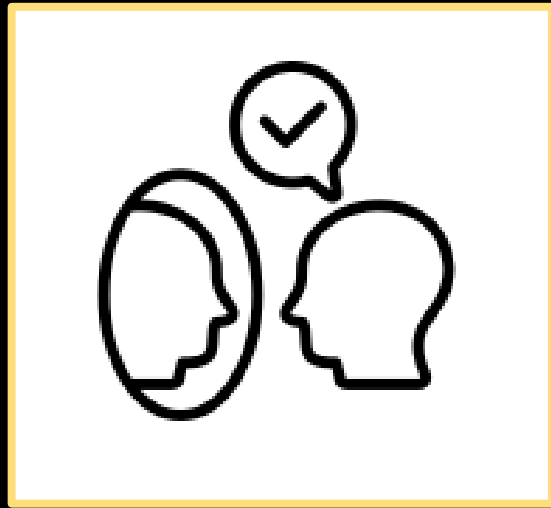
+ Students!



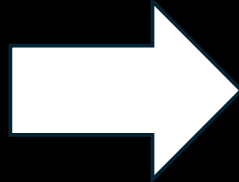
Problem



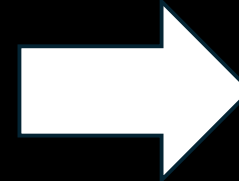
Potential Solution



- Reflective
- Authentic



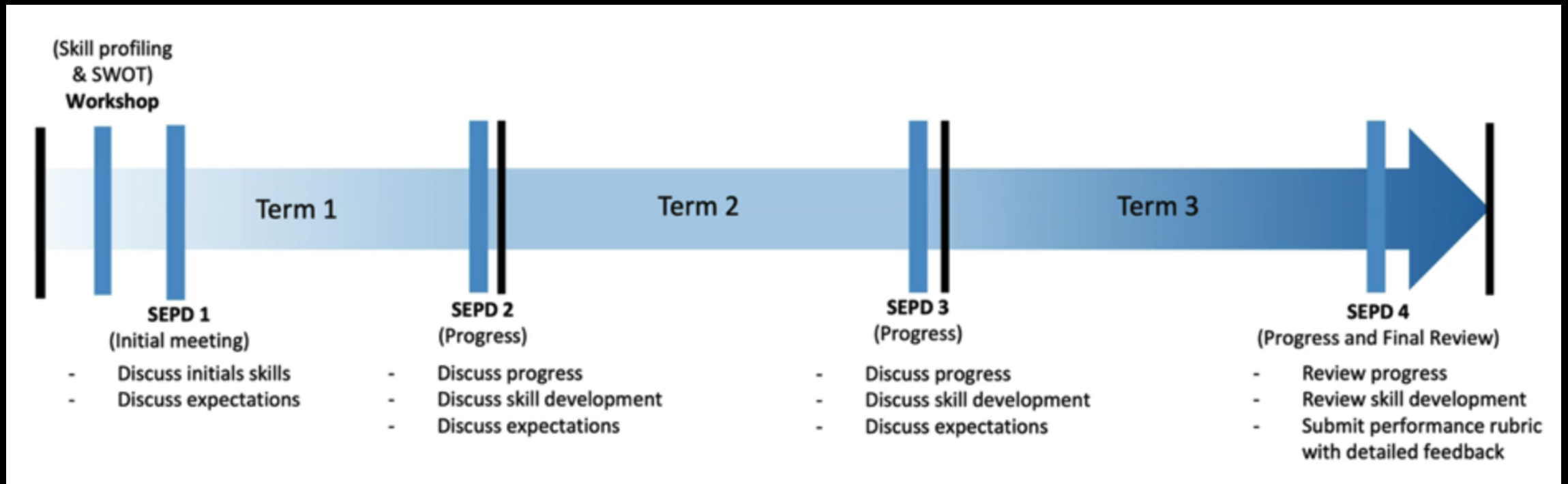
- Skills articulation
- Assessment literacy



How solution was implemented

1. Formative, structured dialogic process

- Structured meetings with supervisors
- Submission of meeting notes to document reflective practice



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Evaluation criteria and mapped core skills	Distinction	Distinction	Merit	Pass	Fail	Fail
Organisation and time management <u>Warwick core skills:</u> <ul style="list-style-type: none"> • Professionalism • Communication • Information literacy 	Working diligently and efficiently. Demonstrating clear forethought, planning and excellent record keeping	Working diligently and efficiently. Demonstrating forethought, planning and high-quality record keeping.	Demonstrating good planning and record keeping.	Demonstrating some evidence of planning. Maintaining sound records.	Records are maintained but not necessarily complete. Limited evidence of planning.	Records incomplete, no real evidence of planning or time management.
Motivation and commitment to the project <u>Self-awareness</u>	Showing a very high level of enthusiasm and is fully committed to the project, working at all specified times and other times.	Showing a high level of enthusiasm and is committed to the project, working at all specified times and other times.	Working at all specified times with enthusiasm, and was diligent and efficient.	Working effectively at all specified times.	Working reasonable hours but not very diligently.	Little commitment and no/poor enthusiasm for the project with failure to attend at times.
Professional attitude and teamwork <u>Warwick core skills:</u> <ul style="list-style-type: none"> • Professionalism • Organisational awareness • Teamwork • Intercultural awareness • Ethical values 	Showing outstanding work ethics, punctuality and reliability. Integrating well in the research team and collaborating effectively with colleagues. May be contributing to the training of others.	Showing very good work ethics, punctuality and reliability. Integrating well into the research team and not hesitating to ask colleagues for advice on experiments.	Showing very good work ethics, punctuality and reliability. Integrating well into the research team, but hesitant to approach other members of the team when advice is needed.	Generally showing good work ethics, punctuality and reliability, but reluctant to approach other members of the team when advice is needed. Alternatively, may have missed a few meetings or not always be reliable.	Occasionally unreliable, failing to attend scheduled meetings and to notify colleagues of absences. Alternatively, showing a strong reluctance to approach others.	Consistently unreliable, failing to attend scheduled meetings and to notify colleagues of absences. Showing a strong reluctance to approach others.

Engagement

70% uptake in year 1 (formative process), no complaints.

90% in year 2 (this year), no complaints.

Having a positive impact where it is needed.



How solution was implemented

1. Formative, structured dialogic process

- Structured meetings with supervisors
- Submission of meeting notes to document reflective practice

2. Performance Mark split into two parts

- 10% Supervisor perceived performance
- **10% Student articulated performance**



3. Reflective discussion (interview)

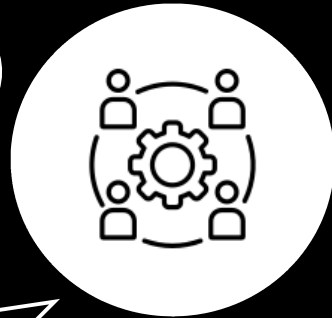
- Students are asked to articulate elements of their skill development
- Chance to positively impact their grade

How solution was implemented

- Students involved in co-producing assessment criteria for **reflective discussion**

Workshop 1

What should be assessed?



What does a lower threshold look like?

What does a top mark look like?

Workshop 2



What is reflection?

Included Mock Assessment to help students better understand the scope of the assessment

Outcomes

- Students as **active partners** in their development
SEPD shifts students from being judged on performance to being partners in understanding performance.
- **Meaningful dialogue** with supervisors
- Inclusive, transparent and more **equitable experiences**
- Enhanced **professional understanding** and effective **skill articulation**

SEPD operationalises Leadership of Self by embedding reflection, dialogue and ownership of performance into the everyday research journey.



Take it back to practice

THE CORE IDEA

Using structured mechanisms to help students reflect on their learning journey.

Building assessment literacy for staff and students.

More authentic, inclusive and meaningful assessments.

A FIRST STEP TO TRY

- Establishing the expectations of each stakeholder (how would you do this?)

ADAPT IT FOR YOUR CONTEXT

- Number of students
- Associated workload
- Summative versus Formative
- Stakes low or high (%)

● If you'd like to hear more, please contact Samantha.Wilson-thain@warwick.ac.uk