A co-creation approach to strategic enhancement of assessment and feedback in nursing and midwifery: designing assessment support materials with students

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Presentation outline

- Background / context to co-creation
- Co-creation within pre-registration BSc nursing programme (year 1); process, impact and ongoing developments
- Moving forward with co-creation
- Any questions
• Service user / carer involvement and patient and public participation are key elements of contemporary healthcare policy and service improvement (Department of Health, 2012; NHS England, 2017).

• Similarly, in higher education, students are consumers; their voice is central in shaping curricula and influencing learning and teaching as part of quality improvement (Healey, Flint and Harrington, 2014).
• Partnership working is embedded within the Strategic Outcomes of Northumbria University Strategy 2018-2023; inclusivity and collaboration are key university values (Northumbria University, 2019).

• National Student Survey (NSS); Teaching Excellence Framework – student voice.

• Efficient and effective use of resources, e.g. academic staff time
• Race (2010) recognises that assessment can drive student learning and influence the way students prioritise their learning.

• Assessment and feedback can be areas where students have less satisfaction in their higher education experiences (Race, 2009).

• Alignment of the learning outcomes, learning/teaching approaches and module assessments can enhance student learning (Bryan, 2015).

• Importance of assessment feedback for learning (Henderson, 2018).
The approach employed an adaptation of experience based co-design (EBCD) ideas (Robert et al., 2015). They argue “Patients provide insight, wisdom, and ideas, and we urgently need to include them more creatively as partners in change” (Robert et al., 2015, p. 2). EBCD is growing in use across care contexts (e.g. Wright et al., 2017; Castro et al., 2018).
Characteristics of Co-creation

From Russell-Westhead (2016)
Phase 1: Initial departmental workshop (January 2018), facilitated by Professor Michele Russell-Westhead. Participants: 26 students and 7 academic staff.

Phase 2: Impetus for an initiative within pre-registration nursing module (cross-field) Promoting Compassionate Nursing Care. Participants: module lead (HAB), module teacher (BD) and 2 students studying the module; all attended initial departmental workshop.

February 2018: Meetings to develop a workshop session focused on preparation for assessment. Drafting of ideas, development of lesson plan, preparation of Powerpoint and session content. Student involvement throughout.

Evaluation of workshop; Feedback from students.

Delivery of workshop session in the module in March 2018.

Evaluation of workshop; Feedback from students.
Impact

• Student comment:

• ‘this was an excellent way of not only obtaining student feedback but letting students act as peers with academic staff in co-production of teaching materials which I think is a great way of showing the importance of student feedback and what is modified and enhanced in teaching as a result of this…’

• High pass rate on module assessment for first cohort
Phase 3: Recruitment of second cohort via module eLP announcement

Dialogue with HAB and BD and 2 students (February 2019)

Invite of second cohort to assessment workshops. 2 sessions with 5 students from first and second cohort, development of draft assessment rubric and ‘checklist’ (May - June 2019)

Student feedback led to further development of the workshop: a longer session and inclusion of reference citation (March 2019). Also extra literature searching sessions with library staff (April 2019).
Impact – student feedback

• Students’ comments highlighted:

• The value of student / staff dialogue, sharing ideas within the group and working together in partnership.

• Learning more about the assessment process and each others’ perceptions.

• Students felt listened to and appreciated their potential to influence assessment and developments for the benefit of future students.

• Students would like more opportunities to participate in this type of initiative; importance of engagement and dissemination.
Impact

Efficiency
Education
Engagement
Empathy
Empowerment

Prioritisation
Personalisation
Participation
Pedagogy
Personality

- Referencing
- Moderation and grades
- Normalising experience
- Listening to others
- What have I got to offer

Staff engagement
- Individual experience
- Availability
- Timing and detail
- Transformational

From Russell-Westhead (2016)
Assessment literacy

• this is ‘understanding the process of making academic judgements, how this may be achieved and the benefits and limitations of different approaches. Both staff and students need to develop this understanding...’ (JISC, 2015, p. 16).
Co-creation thoughts / observations

- Using a co-creation model with students is a powerful way of enabling staff to understand the impact of their assessment decisions on students.
- Co-creation improves both student and staff engagement with not only learning, teaching and assessment but the relationship with the institution - 'we are in it together'.

Think points / challenges

• Students who have participated in the co-creation initiatives within the module have been motivated and high-achieving students.

• How do we reach students who may struggle with assessment, to find out their needs?

• Is everyone ‘ready’ for co-creation (staff and students)?

• How can we make this more of a priority?
Forward from here...

• Engage with students and staff team to finalise the assessment rubric and student ‘checklist’.
• Explore with students, strategies to engage ‘hard to reach’ students to increase inclusivity.
• Prioritise time for participation in co-creation.
• Explore further ‘roll out’ of the strategy in year 2 and 3 of the programme (already some interest from academic colleagues).
To conclude

• Co-creation with students has been an exciting and rewarding development within a specific pre-registration nursing module, with benefits for both students and academic staff.

• There is scope for further roll out of such initiatives with other modules and programmes.

• Co-creation is not without its challenges. To prevent a tokenistic approach to partnership working with students, commitment is required from all stakeholders to take it forward positively.

• Thank you for listening. Any questions?
References


References


